

**A CASE STUDY APPROACH TO EXPLORING SOCIAL EMOTIONAL LEARNING
PROGRAM IMPLEMENTATION**

by
Kristen Ford

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requirements for the degree of Doctor of Education

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Abstract

Public schools in the United States are charged with meeting increasingly rigorous student accountability measures despite evidence indicating vast racial and socioeconomic disparities in student achievement across the country. To meet these standards, schools, particularly those serving high concentrations of at-risk student populations, are turning to research-based social emotional learning practices found to improve student achievement and other indicators related to student and school progress. Research to support schools with social emotional learning implementation, however, has lagged behind outcomes-based evaluations to establish program efficacy. The lack of social emotional learning program implementation support often results in poor social emotional learning program quality and fidelity of implementation at the school level. This study explores the social emotional learning implementation policies and practices at a high needs high school to determine the extent the program's implementation adhered to the identified model. The findings indicate the study school only partially implemented the evidence-based model identified due barriers similar to those cited in peer reviewed research and, therefore, the evidence-based program was not implemented as intended.

Keywords: social emotional learning, program implementation

Readers: Dr. Annette Anderson, Dr. Yolanda Abel, Dr. Marcy Davis



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Student's Name: _____ Kristen Ford _____ Date: _____ 9/30/19 _____

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The student has made all necessary revisions, and we have read, and approve this dissertation for submission to the Johns Hopkins Sheridan Libraries as partial fulfillment of the requirements for the Doctor of Education degree.

Dr. Annette Anderson
Adviser


Signature

10.21.19
Date

Dr. Yolanda Abel

Yolanda Abel

Digitally signed by Yolanda Abel
DN: cn=Yolanda Abel, o=JHU, email=yabel@jhu.edu, c=US
Date: 2019.10.15 15:07:58 -0400

Committee Member

Signature

10/15/19
Date

Dr. Marcy Davis

Marcia H Davis

Digitally signed by Marcia H Davis
DN: cn=Marcia H Davis, o=School of Education, ou=CSOS, email=marcy@jhu.edu, c=US
Date: 2019.10.15 10:03:47 -0400

Committee Member

Signature

Date

Committee Member

Signature

Date

Dedication

I dedicate this dissertation to myself, Dr. Kristen Ford. Through each moment of triumph and hardship, the blood, sweat, and tears, and the laughter and joy, you did it. Through yourself, anything is possible.

Invictus

William Earnest Henley

*Out of the night that covers me,
Black as the Pit from pole to pole,
I thank whatever gods may be
For my unconquerable soul.*

*In the fell clutch of circumstance
I have not winced nor cried aloud.
Under the bludgeonings of chance
My head is bloody, but unbowed.*

*Beyond this place of wrath and tears
Looms but the Horror of the shade,
And yet the menace of the years
Finds, and shall find, me unafraid.*

*It matters not how strait the gate,
How charged with punishments the scroll,
I am the master of my fate:
I am the captain of my soul.*

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In a world where the sky was once the limit, it is now the floor.

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Executive Summary

Social emotional learning has been touted as a cure-all for a variety of scholastic ills, most notably, closing student achievement gaps for our nation's most underperforming student demographics (Jones & Bouffard, 2012; Nagaoka, Farrington, Ehrlich, & Heath, 2015). These findings stem from outcome-based studies on social emotional learning program efficacy and impact, however, transferring these efficacious programs has proven not to be an easy task as schools often meet a variety of barriers to implementation that stifle program quality and impact (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). The case study that follows begins by setting the stage for social emotional learning as an evidence-based intervention schools can consider to improve student achievement outcomes in its most underperforming student populations, most often high minority and high poverty demographics. The case study then considers how one school in a high minority and high poverty school district is implementing its evidence based social emotional learning model with the goal of improving student achievement outcomes, or if it is implementing the evidence-based model at all. The findings from this study are significant, as research has found even when efficacious social emotional learning programs have been identified to produce the desired outcomes; the mere selection of an evidence-based program is often not enough to produce improved outcomes (Dane & Schneider, 1998; Daunic et al., 2016; Durlak, 1997; Durlak et al., 2011; Greenberg et al., 2003). Therefore, the presence of a social emotional learning program is not enough to suggest the program is being implemented as intended, or in a manner that will narrow gaps in student achievement for student underperforming populations.

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Race and Income-Based Student Achievement Gaps

The pervasive nature of race and income-based student achievement gaps is arguably one of the greatest challenges facing America's public schools and remains a persistent issue to this day (Coleman, 1966, NCES, 2018). The implementation of outcome-based measures in school systems to monitor student and school success continues to illuminate the chronic underperformance of certain student demographic subgroups in public schools and districts nationwide (NCES, 2018). Census data also indicates minorities, particularly Black or African American and Hispanic or Latino, are more likely to come from poverty, and therefore, certain racial demographics are likely dually represented in both race and income-based student achievement gaps (see Table 1).

Table 1

People with Income below Specific Ratios of Their Poverty Threshold by Selected Characteristics: 2014

People With Income Below Specified Ratios of Their Poverty Thresholds by Selected Characteristics: 2014

(Numbers in thousands, margin of error in thousands or percentage points as appropriate. People as of March of the following year. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see <ftp://ftp2.census.gov/programs-surveys/cps/techdocs/cpsmar15.pdf>)

Characteristic	Total	Income-to-poverty ratio ¹															
		Under 0.50				Under 1.25				Under 1.50				Under 2.00			
		Number	Margin of error ² (±)	Per-cent	Margin of error ² (±)	Number	Margin of error ² (±)	Per-cent	Margin of error ² (±)	Number	Margin of error ² (±)	Per-cent	Margin of error ² (±)	Number	Margin of error ² (±)	Per-cent	Margin of error ² (±)
All people	315,804	20,803	571	6.6	0.2	61,339	905	19.4	0.3	76,135	975	24.1	0.3	105,343	1,100	33.4	0.3
Age																	
Under age 18	73,556	6,813	301	9.3	0.4	19,895	405	27.0	0.5	23,940	432	32.5	0.6	31,533	458	42.9	0.6
Aged 18 to 64	196,254	12,515	362	6.4	0.2	34,439	580	17.5	0.3	42,513	621	21.7	0.3	58,879	715	30.0	0.4
Aged 65 and older	45,994	1,475	109	3.2	0.2	7,005	220	15.2	0.5	9,683	259	21.1	0.6	14,931	295	32.5	0.6
Sex																	
Male	154,639	9,245	299	6.0	0.2	27,441	465	17.7	0.3	34,188	495	22.1	0.3	48,157	597	31.1	0.4
Female	161,164	11,558	365	7.2	0.2	33,898	556	21.0	0.3	41,948	588	26.0	0.4	57,186	611	35.5	0.4
Race ³ and Hispanic Origin																	
White	244,253	13,609	412	5.6	0.2	41,829	766	17.1	0.3	52,647	826	21.6	0.3	74,468	936	30.5	0.4
White, not Hispanic	195,208	9,076	326	4.6	0.2	26,487	633	13.6	0.3	33,937	691	17.4	0.4	49,222	824	25.2	0.4
Black	41,112	4,925	300	12.0	0.7	13,344	421	32.5	1.0	15,700	420	38.2	1.0	20,276	406	49.3	1.0
Asian	17,790	1,003	118	5.6	0.6	2,774	229	15.6	1.3	3,634	261	20.4	1.4	4,951	293	27.8	1.6
Hispanic (any race)	55,504	5,316	280	9.6	0.5	17,496	474	31.5	0.9	21,303	499	38.4	0.9	28,668	492	51.6	0.9
Family Status																	
In families	256,308	13,506	498	5.3	0.2	43,517	809	17.0	0.3	54,713	887	21.3	0.3	77,442	1,015	30.2	0.4
Householder	81,730	4,062	151	5.0	0.2	12,635	263	15.5	0.3	16,004	282	19.6	0.3	22,911	324	28.0	0.4
Related children under age 18	72,383	6,474	301	8.9	0.4	19,237	408	26.6	0.6	23,213	439	32.1	0.6	30,684	464	42.4	0.6
Related children under age 6	23,470	2,554	158	10.9	0.7	7,037	202	30.0	0.8	8,409	217	35.8	0.9	10,792	217	46.0	0.9
In unrelated subfamilies	1,558	373	72	23.9	4.0	834	116	53.5	5.0	941	124	60.4	4.9	1,149	139	73.7	4.1
Unrelated individuals	57,937	6,925	268	12.0	0.4	16,988	425	29.3	0.6	20,482	454	35.4	0.6	26,753	540	46.2	0.7

¹ The estimates for people with income below 100 percent of their poverty thresholds (under 1.00) can be found in Table 3.
² A margin of error is a measure of an estimate's variability. The larger the margin of error in relation to the size of the estimate, the less reliable the estimate. This number, when added to and subtracted from the estimate, forms the 90 percent confidence interval. Margin of errors shown in this table are based on standard errors calculated using replicate weights. For more information, see "Standard Errors and Their Use" at <http://ftp2.census.gov/library/publications/2015/demo/p60-252sa.pdf>.
³ Federal surveys now give respondents the option of reporting more than one race. Therefore, two basic ways of defining a race group are possible. A group such as Asian may be defined as those who reported Asian and no other race (the race-alone or single-race concept) or as those who reported Asian regardless of whether they also reported another race (the race-alone-or-in-combination concept). This table shows data using the first approach (race alone). The use of the single-race population does not imply that it is the preferred method of presenting or analyzing data. The Census Bureau uses a variety of approaches. Information on people who reported more than one race, such as White and American Indian and Alaska Native or Asian and Black or African American, is available from Census 2010 through American FactFinder. About 2.9 percent of people reported more than one race in Census 2010. Data for American Indians and Alaska Natives, Native Hawaiian and Other Pacific Islanders, and those reporting two or more races are not shown separately.
 Note: Details may not sum to totals because of rounding.
 Source: U.S. Census Bureau, Current Population Survey, 2015 Annual Social and Economic Supplement.

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National and statewide pressures to close race and income-based student achievement gaps have resulted in teacher, school, and district effectiveness being tied to their ability to improve student and school achievement outcomes for their most underperforming student demographics (McFarland et al., 2018). Improving these outcomes becomes more challenging in schools and districts serving high poverty and/or high minority density student populations (Bohrnstedt, Kitmitto, Ogut, Sherman, & Chan, 2015). This pressure is compounded when student and school achievement outcomes are used to dictate school resources and security. Because of this, districts and schools across the country are turning to alternative mechanisms, like social emotional learning, to meet the needs of chronically underperforming student demographics; specifically, those students represented in race and/or student achievement gaps (Ashdown & Bernard, 2011; Jones & Bouffard, 2012).

Analysis of Underlying Factors

Bandura's (1986) triadic reciprocal determinism was used as a framework to guide a literature review in examining the ways the socioeconomic composition of students' homes, communities, and schools dictate student and family access to resources positively correlated with student and school achievement outcomes. According to the theory, an individual's behavior both influences and is influenced by their dispositions and their environment (Bandura, 1986; Bandura, 1989). The findings indicate the socioeconomic composition of students' homes, communities, and schools play a pivotal role in students' cognitive, social, and emotional development, as well as their subsequent student achievement outcomes (Duncan, Yeung, Brooks-Gunn, & Smith, 1998). This context suggests students at lower levels of socioeconomic status are less likely to have access to resources to develop school-valued skills and behaviors positively correlated with academic outcomes (Dotterer, Iruka, & Pungello, 2012; Lareau, 2011;

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McLoyd, 1998). A needs assessment also found students at lower levels of socioeconomic status are more likely to be exposed to factors associated with socioeconomic stress than their peers. Because of this, students represented in both race and income-based student achievement gaps may benefit from an opportunity to remediate the impact of poverty on their growth and development by developing school-valued skills and behaviors that would empower them to navigate rigorous academic contexts with greater success (Ashdown & Bernard, 2011; Jones & Bouffard, 2012).

Social Emotional Learning as an Evidence-Based Intervention

To improve student achievement outcomes for minority and low-income student demographics, districts and schools are turning to social emotional learning programs as means to help students develop skills and behaviors positively correlated with student achievement outcomes. Social emotional learning has been found to be effective in producing improved student achievement outcomes for at-risk student populations (CASEL, 2016). Research recommends implementing a school-wide, evidence-based approach to social emotional learning program implementation (Ashdown & Bernard, 2011; Jones & Bouffard, 2012). Integrating social emotional learning into school culture, classroom instruction, and family and community engagement has also been found to be effective (Durlak et al., 2011; Jones & Bouffard, 2012). However, research indicates even with a school-wide and evidence-based approach to social emotional learning implementation, schools are unlikely to implement their program with fidelity and often face implementation barriers that compromise program quality and impact (Dane & Schneider, 1998; Durlak, 1997; Greenberg et al., 2003). This context is significant, because schools claiming to implement social emotional learning programs with the

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goal of improving student achievement outcomes might not actually be implementing their social emotional learning program at all.

A Case Study of Social Emotional Learning Program Implementation

Given concerns related to social emotional learning program implementation fidelity, an explanatory sequential case study was conducted to explore and describe the implementation of an evidence-based social emotional learning program at an alternative high school to improve academic outcomes for a high poverty and high minority student population. Despite these claims, the findings from the case study indicates the study school only minimally adhered to the evidence-based model they identified, CASEL's Framework for Systemic Social and Emotional Learning. While this model is evidence-based, and recommends practices consistent with peer reviewed research, including implementing core social emotional learning competencies through classroom instruction, schoolwide policies and procedures, and family and community engagement, the study school feel short of implementing the program in this manner. Because of poor implementation fidelity, the study school is not actually facilitating social emotional learning in a manner to produce the desired student achievement outcomes.

Implications for Future Practice and Research

Because the field is aware of fidelity issues related to social emotional learning implementation, research should be directed towards developing more effective implementation and evaluation practices that support program implementation consistent with the model. Raising school and stakeholder awareness to fidelity of implementation issues as they engage in the implementation of their evidence-based models will help schools to identify and overcome barriers to implementation and strengthen adherence to the identified model. As schools are empowered to implement social emotional learning programs with greater fidelity,

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the cultural shifts that come with social emotional learning program implementation, will result in the production of the desired student achievement outcomes for at risk student populations.

Conclusion

In conclusion, this study's findings indicate the presence of an evidence-based social emotional learning program is not enough to produce the desired student achievement outcomes. Adherence to the evidence-based model is critical to ensuring implementation fidelity, program quality, and eventually, impact. While social emotional learning has been found to improve student achievement outcomes for at risk student populations, there is much work the field must do to support the transfer of efficacious social emotional learning programs to diverse and novel contexts in a manner that results in the evidence-based social emotional learning program being implemented as intended and in a manner that produces the desired student achievement outcomes.

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CHAPTER 1

SOCIOECONOMIC STATUS AND STUDENT ACHIEVEMENT

Since *A Nation at Risk* (1966) highlighted racial disparities in student achievement, data tracking and accountability measures have been established to monitor what has come to be known as the student achievement gap (NCES, 2018). The National Center for Education Statistics (NCES) regularly administers the National Assessment of Educational Progress (NAEP) to gather and monitor student performance data over time. This data is used to analyze contemporary manifestations of race-based achievement gaps and to develop targeted policies aimed at minimizing race-based disparities in student achievement across the country (McFarland et al., 2018). While trends indicate gradual progress toward closing race-based achievement gaps, the chronic underperformance of certain minority subgroups indicates persistent inequity in education when compared to their White counterparts (NCES, 2018; see Figure 3). This chapter takes a closer look at these achievement gaps by considering the role social context, specifically the socioeconomic composition of students' homes, communities, and schools, plays in preparing students to navigate increasingly rigorous academic contexts, and the ways social context contributes to the manifestation of student achievement gaps.

Understanding the Problem of Practice

Income and Race Based Student Achievement Gaps

Student body composition. In their study on student body composition, Bohrstedt, Kitmitto, Ogut, Sherman, and Chan (2015) found growing concerns regarding the potential for school re-segregation as students' socioeconomic status and community zoning dictate their public-school options and subsequent academic opportunities. Students with no alternatives are confined to attend the schools in the communities their families can afford to live in. The

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disproportionately high rates of minority subgroups identified as low income compared to the White subgroup has the potential to yield racially and/or socioeconomically homogenous districts and schools. In practice, this context may result in an unequal distribution of resources and experiences that affect students' behaviors and dispositions across all racial and socioeconomic subgroups in a population, including white students and minority students of higher socioeconomic status. Socially marginalizing disenfranchised student populations likely influences all students' cognitive, social, and emotional development as well as their subsequent student achievement in a manner that perpetuates, rather than reduces, student achievement gaps.

Student body composition and student achievement. Bohrnstedt et al. (2015) used regression analysis to deepen their understanding of the relationship between the racial and socioeconomic composition of schools, districts, and student achievement as measured by the NAEP. This study operationalized and measured the impact of student body composition on race-based achievement gaps. When controlling for minority student density, race-based achievement gaps remained constant. However, a closer look at student body composition indicates larger student achievement gaps in schools with high concentrations of minority populations, particularly Black or African American and/or Hispanic or Latino demographic subgroups. The findings further indicate that chronically underperforming student populations had smaller student achievement gaps in schools with low minority student density. Given these findings, it is important to consider the ways social context influences student achievement.

Socioeconomic status and student achievement. Just as strong correlations exist between race, student body composition, and student achievement, so too do strong correlations exist between race and poverty. These correlations suggest that socioeconomic status likely plays a role in race-based student achievement gaps. Figure 1 indicates the median income for

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White households was \$17,765.00 dollars higher than Hispanic or Latino households and \$24,858.00 dollars higher than Black or African American households during 1968–2012 (U.S. Census Bureau, 2015; see Table 1 and Figure 1). Table 1 indicates the Black or African American and Hispanic or Latino demographic experience poverty at disproportionately higher rates compared to the White demographic (NCES, 2018). Further, Bohrnstedt et al. (2015) reported that schools with high minority student density are more likely to have higher concentrations of students from low socioeconomic status (LSES). The difference in resources at each level of socioeconomic status translates to qualitative differences in childhood development and opportunities to prepare for school (Lareau, 2011). These findings link family access to resources with their ability to create environments that facilitate students' cognitive, social, and emotional development in a manner that promotes school readiness and subsequent student achievement outcomes. As a result of having access to fewer resources to facilitate experiences to develop school-valued dispositions and behaviors, students of low socioeconomic status likely lack skills that empower them to navigate rigorous academic contexts and produce desired student achievement outcomes. Thus, racial disparities identified in student achievement gaps are likely indicative of socioeconomic disparities, too (see Table 1 and Figure 1).

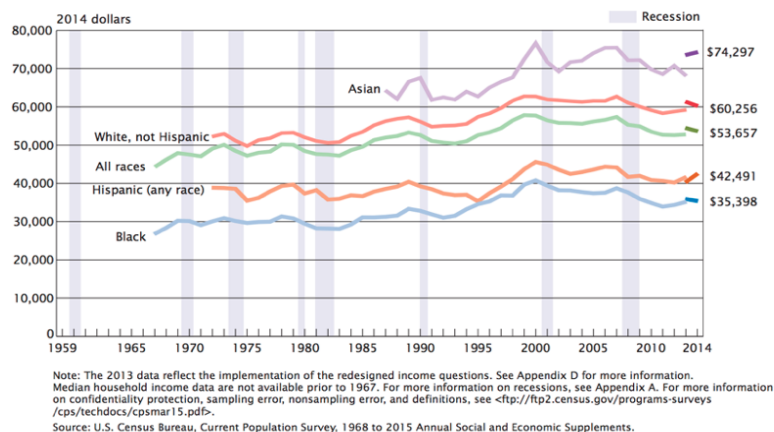


Figure 1. Median Household Income by Race from 1967-2012 (U.S. Census Bureau, 2015).

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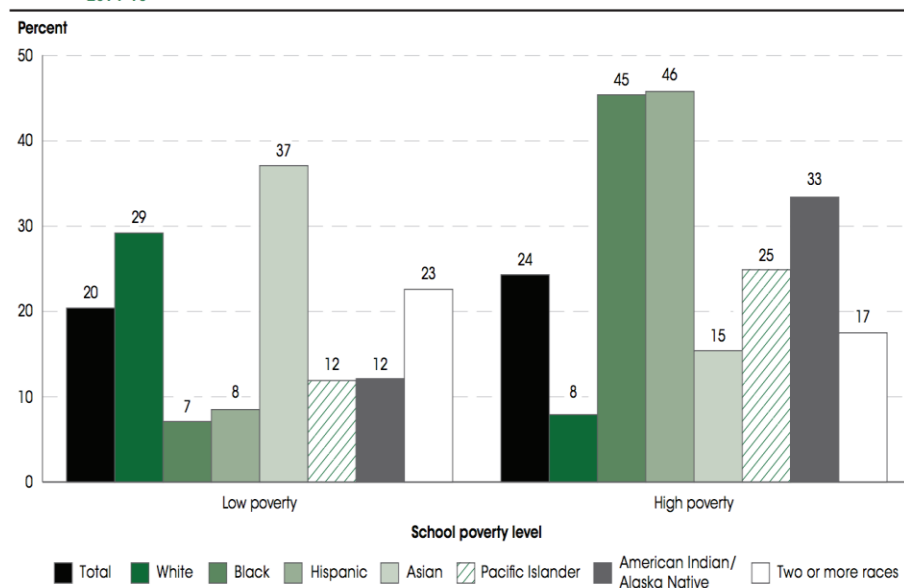
In addition to the increased likelihood of Black or African American and Hispanic or Latino students coming from low socioeconomic status, a recent NCES publication, “The Condition of Education 2017,” indicates Black or African American and Hispanic or Latino students attend high poverty schools at vastly higher rates than White students (McFarland et al., 2017). Further demonstrated in Figure 2, White students represent 29% of students in low-income schools while Black or African American account for only seven percent and Hispanic or Latino students only account for 8%. This data establishes strong correlations between minority student status and enrollment in high poverty schools. Supporting these findings, Lareau (2011) observed qualitative differences in students’ experience in their homes, communities, and schools based on their socioeconomic status. Her findings indicate students’ academic experiences, and subsequent academic achievement, are influenced by where students can afford to live regardless of race (Lareau, 2011). Because socioeconomic status dictates much of students’ educational opportunities, a greater understanding of how social context influences student achievement is paramount to closing race and income-based student achievement gaps.

Limited English proficiency and socioeconomic status. Limited English Proficient (LEP) students have been identified as one of the nation’s fastest growing student demographics (Dowdy, DiStefano, Dever, & Chin, 2011; Khong & Saito, 2014). The disproportionately high-rates of minority populations represented at low levels of socioeconomic status, particularly Black or African American and Hispanic or Latino, suggests high volumes of immigrant and LEP populations might also be disproportionally represented at lower levels of socioeconomic status. Caballero, Johnson, Buchanan, and DeCamp (2017) found immigrant families lived in poverty at a rate equal to or greater than 200% of US native-born families. This context is important to consider as the impact of low socioeconomic status is compounded by immigrant

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and LEP status. For example, Kieffer (2010) found LEP students of low socioeconomic status were at a greater risk of academic difficulty than native English speakers of low socioeconomic status. This may be attributed to the lack of English spoken at home in addition to the socioeconomic factors affecting students' cognitive, social, and emotional development.

Figure 1. Percentage of public school students in low-poverty and high-poverty schools, by race/ethnicity: School year 2014-15



NOTE: High-poverty schools are defined as public schools where more than 75.0 percent of the students are eligible for free or reduced-price lunch (FRPL), and low-poverty schools are defined as public schools where 25.0 percent or less of the students are eligible for FRPL. For more information on eligibility for FRPL and its relationship to poverty, see NCES blog post "[Free or reduced price lunch: A proxy for poverty?](#)" Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2014-15. See *Digest of Education Statistics 2016*, table 216.60.

Figure 2. Percentage of public school students in low-poverty and high-poverty schools, by race/ethnicity: School year 2014 (U.S. Department of Education, National Center for Education Statistics, & Common Core of Data, 2016).

In addition to considering the socioeconomic context of LEP students' homes, studies indicate teachers and schools are often ill equipped to teach LEP students placing them at a greater disadvantage and higher risk than non-LEP students (Dowdy et al., 2011; Khong & Saito, 2014; Llosa, 2011). At school, LEP and immigrant students often report feeling culturally marginalized (Chu, 2011; Lam, 2014). In the classroom, Bondy and Ross (1998) found White teachers often implement ethnocentric practices that alienate minority students resulting in classroom environments where minorities are less likely to succeed. Further, Farkas, Sheehan,

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Grobe, and Shaun (1990) found teacher bias often results in teachers misinterpreting minority students' non-cognitive factors including dress, manner of speech, and work habits, which influence the ways teachers evaluate minority students. While lack of pre-service and in-service training is one contributing factor to this context, Khong and Saito (2014) argued that concerted efforts by educators, administrators, academics, communities, and lawmakers, in addition to teacher training, are necessary to overcome these barriers and ultimately LEP students' academic experiences and achievement.

Socioeconomic status and student need. The racial and socioeconomic composition of students' homes, communities, and schools dictate student need and the capacity of schools to meet those needs. Recognizing the profound impact of poverty on childhood development and student achievement, the U.S. Department of Health and Human Services launched the Office of Head Start in 1965 to offer educational, nutritional, health, social and other services to promote school readiness for children in low-income families. These services are provided to offset inequities characteristic of poverty for qualifying children from birth to age five. The pervasive nature of poverty, however, continues to profoundly affect students' cognitive, social, and emotional development long after they no longer qualify for Head Start. Correlations have been established between minority status, socioeconomic status, and being identified as a student who qualifies to receive special services including Free and Reduced Meals (FARMs), Special Education (IEP), and/or LEP services (Aud et al., 2010; McFarland et al. 2017; O'Connor & Fernandez, 2006). Much like the homes and communities they come from, schools characterized by high minority and/or high poverty student density likely lack access to adequate resources to provide equitable educational opportunities to meet the high volume of student need. This context places students attending high minority and/or high poverty student density schools at

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continued risk of adverse academic experiences (Ashdown & Bernard, 2011; Battle & Lewis, 2002; Bohrnstedt et al., 2015). As vehicle for social mobility, schools should provide ongoing support for students' cognitive, social, and emotional growth by implementing interventions and strategies that mitigate the impact of poverty from the moment they qualify to receive services until they graduate high school.

The socioeconomic composition of students' homes and communities transcend race and influence student achievement across all student demographic subgroups (Ashdown & Bernard, 2011; Battle & Lewis, 2002; Bohrnstedt et al., 2015). Just as Black or African American and Hispanic or Latino student achievement was found to be lower in high minority density schools, so too, was White student achievement (Bohrnstedt et al., 2015). Minority students attending low minority density schools also outperformed their peers attending high minority density schools (Bohrnstedt et al., 2015). Figure 3 illustrates the 31-point race-based student achievement gap between Black and White students as measured by the Mathematics Grade 8 Assessment during 1990–2007 (NCES, 2018). Figure 4 shows the approximate 25-point income-based student achievement gap as measured by the Mathematic Grade 8 Assessment between 1990-2007 for students who qualify for the National School Lunch Program (NSLP), a national indicator for poverty as measured by the number of students who qualify for FARMs (Bohrnstedt et al., 2015; U.S. Department of Education, 1990–2007). This data suggests poverty, in addition to race, plays a significant role in student achievement across all student demographics.

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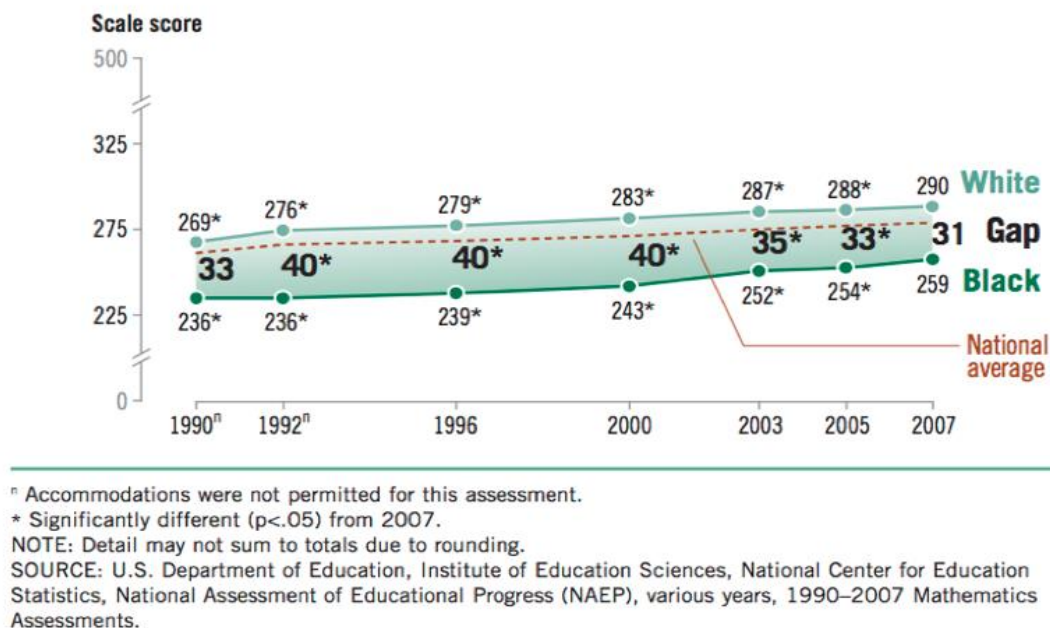
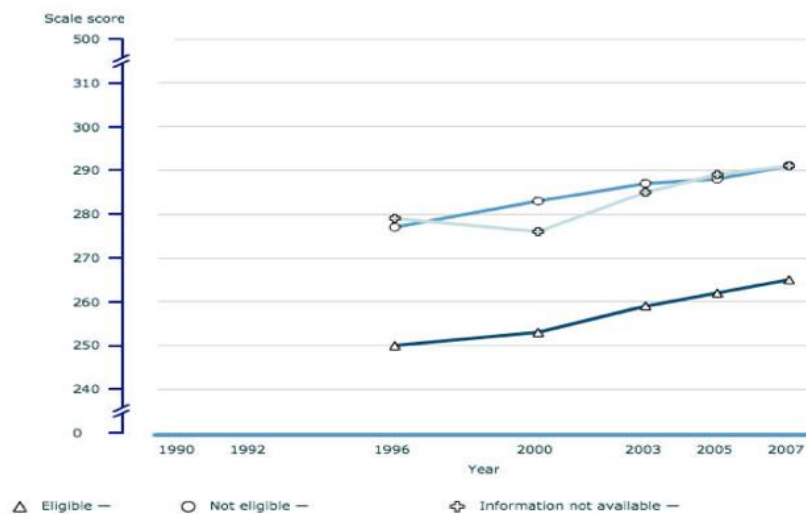


Figure 3. Mathematics Achievement score gap between Black and White Public School Students at Grade 8: Various Years between 1990–2007 (NCES, 2018).

Average scale scores for mathematics, grade 8 by National School Lunch Program eligibility, 3 categories [SLUNCH3] for year and jurisdiction: 1990, 1992, 1996, 2000, 2003, 2005, and 2007 National



— Not available.
¹ Accommodations were not permitted for this assessment.
NOTE: The NAEP Mathematics scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, 2000, 2003, 2005 and 2007 Mathematics Assessments.

Figure 4. Mathematics Achievement Score Gap between FARMs and Non-FARMs Students at Grade 8: Various years between 1990–2007 (NCES, 2018).

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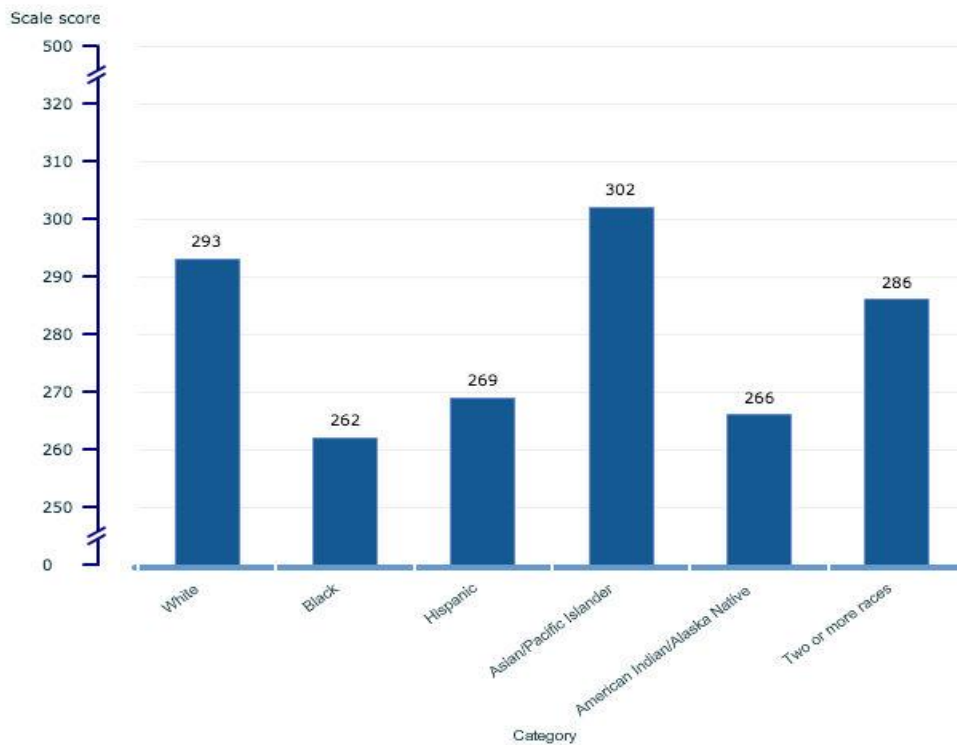
While the NCES (2015) acknowledges the likelihood of socioeconomic status influencing race-based achievement gaps, it is often excluded from achievement gap data analysis. This is because the inclusion of social factors in race-based achievement gap analysis begins to break down the profound difference in student achievement when considering racial status and student achievement alone. Figure 5 displays racial disparities in scale scores on the 2011 Grade 8 Mathematics Assessment (NCES, 2018). Figure 6 includes minority student density as a factor in the difference between Black or African American and White student achievement on the 2011 Grade 8 Mathematics Assessment. The varying degrees of difference in achievement at different levels of minority student density suggest schools' social context plays a role in student achievement (Bohrnstedt et al., 2015). The gap in student achievement when considering racial factors alone, however, begins to decompose with the inclusion of social factors as shown in Figure 7 and Figure 8. Figure 7 displays the achievement gap between Black or African American students and White students on the 2011 Grade 8 Mathematics Assessment with the inclusion of socioeconomic status (Bohrnstedt et al., 2015).

Additional decomposition of the student achievement gap can be seen in Figure 8 with the inclusion of more social factors including socioeconomic status, as well as student, teacher, and school characteristics (Bohrnstedt et al., 2015). Researchers, therefore, are hesitant to include social factors in their analysis of race-based student achievement gaps despite evidence suggesting they play a significant role. Because of this, the field would benefit from understanding the role social factors play in the manifestation of student achievement gaps so they can identify and implement interventions to offset the impact of social factors on student achievement and, one day, close student achievement gaps. This study considered the relationship between the socioeconomic composition of students' homes, schools, and

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communities, and the production of student achievement outcomes. A deeper understanding of this context will afford researchers a better understanding of how social factors influence the manifestation of student achievement gaps.

Average scale scores for mathematics, grade 8 by race/ethnicity used to report trends, school-reported [SDRACE] for year and jurisdiction: 2011
2011, National public



NOTE: Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Prior to 2011, students in the "two or more races" category were categorized as "unclassified." The NAEP Mathematics scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Mathematics Assessment.

Figure 5. 2011 Student Achievement Rates on Grade 8 Mathematics Assessment by Race (NCES, 2018).

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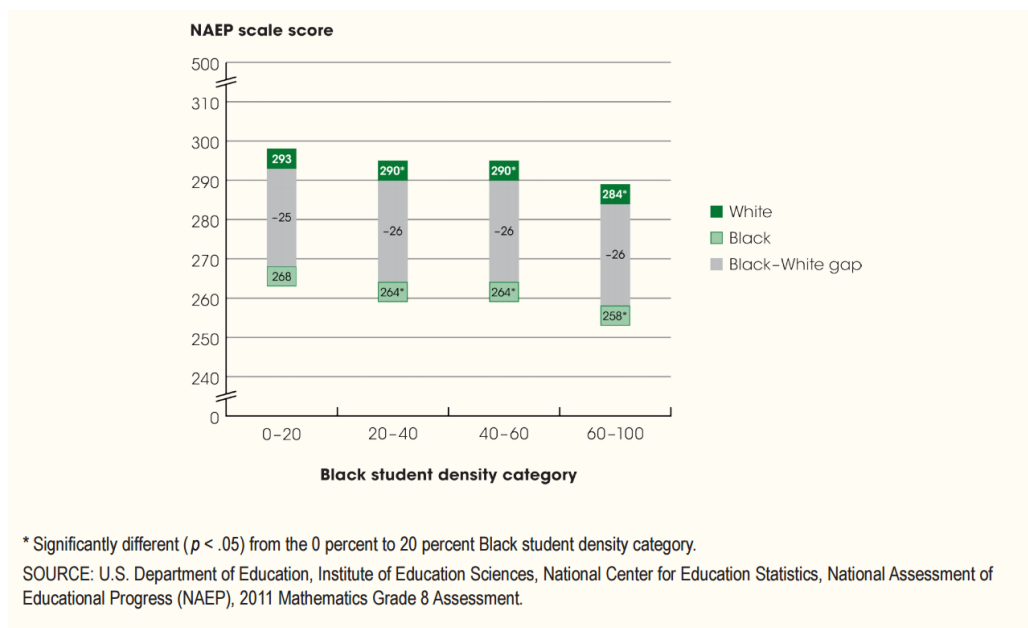


Figure 6. 2011 Student Achievement Rates on Grade 8 Mathematics Assessment by Black Student Density (Kena et al., 2015).

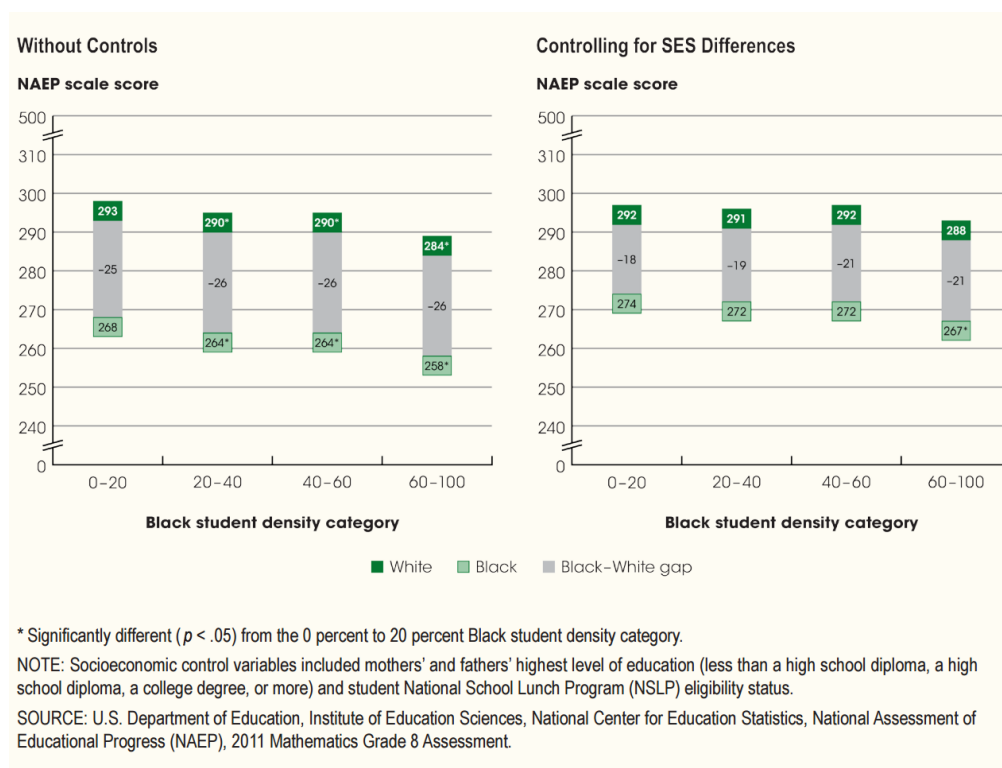


Figure 7. 2011 Student Achievement Rates on Grade 8 Mathematics Assessment by Black Student Density and Controlling for Socioeconomic Status (Kena et al., 2015).

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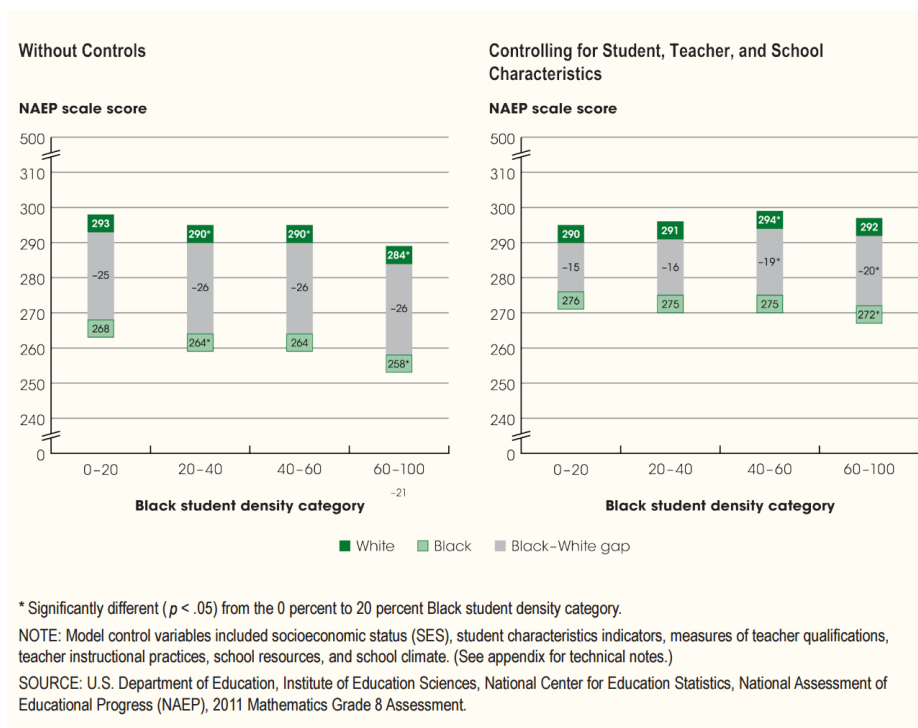


Figure 8. 2011 Student Achievement Rates on Grade 8 Mathematics Assessment by Black Student Density and Controlling for Socioeconomic Status, Student, Teacher, and School Characteristics (Kena et al., 2015).

Problem of Practice

Maryland is featured in this study because of the diverse demographic profile of the counties and school systems across the state. Maryland's public-school system is organized so each county is its own school district. The school districts and schools come to reflect the demographics of the county they are in. Figure 9 displays Maryland's minority population share by county jurisdiction in 2010. This data indicates districts across Maryland have varying degrees minority populations across the state. Figure 10 provides further context to Maryland's minority population share by displaying each county's concentration of population by race in 2010. Figure 10 indicates multiple minority subgroups are represented in districts that have a high percentage of minority population share when compared to Figure 9. Districts with disproportionately high rates of minority students also likely serve students at lower levels of

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socioeconomic status with limited access resulting in high minority and/or high poverty schools, a context linked with the chronic underperformance of all student demographics and the perpetuation of student achievement gaps in the school (Kena et al., 2015).

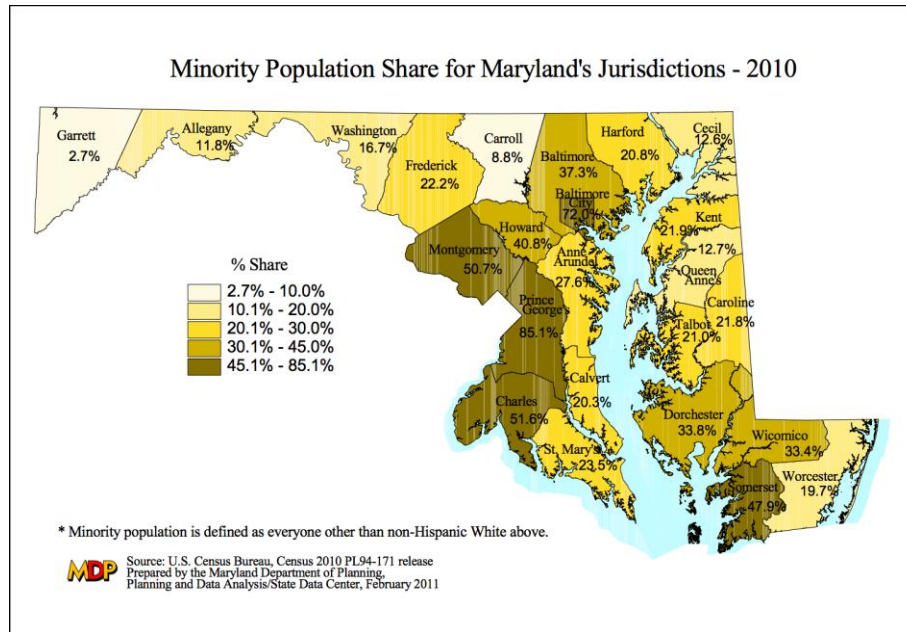


Figure 9. Minority Population Share for the Maryland State's Jurisdictions - 2010 (Maryland Department of Planning, 2011a).

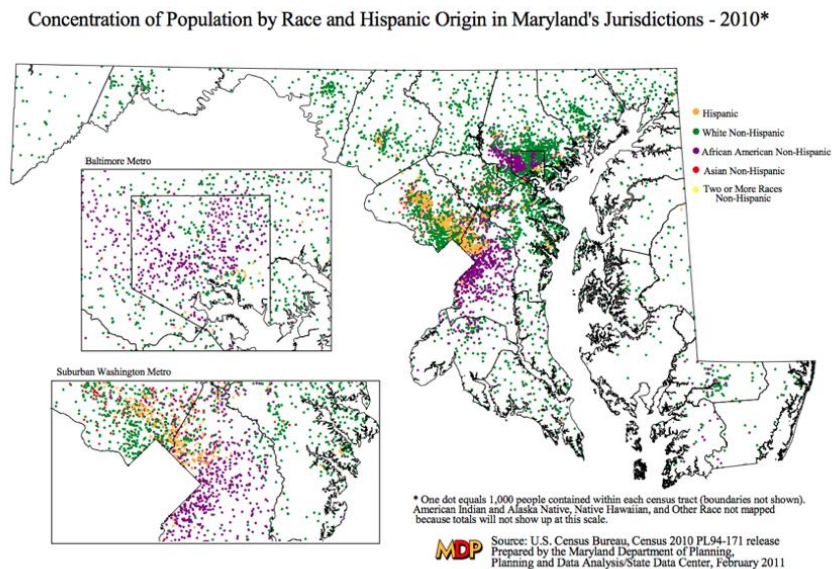


Figure 10. Concentration of Population by Race in 2010 (Maryland Department of Planning, 2011a).

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Committed to closing student achievement gaps, Maryland set a 6-year goal for every district to reduce achievement gaps across all student demographics by half as measured by the School Progress Index (SPI) in 2011 (MSDE, 2015). Student achievement data from 2011 was used to establish a baseline, and Annual Measurable Objectives (AMO) targets were set for schools and districts across the state. The AMO targets are numeric goals that represent a trajectory for closing gaps between the highest achieving demographic subgroup and the lower achieving demographic subgroups in every AMO target area by 2017 (MSDE, 2015). The AMO target areas monitor student test participation and proficiency on Maryland's Math and English exam, student attendance rates, and graduation rates based on a 5-year cohort (MSDE, 2015). This data is made public through Maryland's statewide report card and displays school and district progress towards closing their student achievement gaps. Despite setting these targets with the goal of improving student proficiency and school progress outcomes, meeting these targets has remains a challenge for high minority and/or high poverty density schools and districts across the state (MSDE, 2015).

Discussion

The impact of social context on childhood and adolescent development and student achievement is important to consider in closing student achievement gaps. Students at lower levels of socioeconomic status are often exposed to high levels of socioeconomic stress, and are, therefore, less likely to develop the prosocial skills positively correlated with school readiness and student achievement including self-awareness, social awareness, self-management, relationships skills, and responsible decision making (CASEL, 2016). Further, schools are not required to explicitly teach these skills leaving students to rely on outside-of-school learning opportunities for social emotional development, thereby placing students in high poverty schools

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at an academic disadvantage (Ashdown & Bernard, 2011; Battle & Lewis, 2002). Schools serving high minority and poverty density populations must commit to addressing this institutional barrier to academic success by providing quality social emotional learning opportunities for all students to develop the behaviors and dispositions positively correlated with school readiness and student achievement.

Literature Review on Social Context and Student Achievement

The following literature review takes a closer look at how social factors, specifically the socioeconomic composition of students' homes, communities, and schools, produce environments that shape the dispositions and behaviors students use to navigate academic settings and produce academic outcomes (Caprara et al., 2000; Jennings & Greenberg, 2009). This will help researchers to better understand how exposure to socioeconomic stress influences students' cognitive, social, and emotional development, and subsequent academic outcomes. It will also help researchers to consider social emotional learning as a possible evidence-based intervention to remediate students' behaviors and dispositions towards school so they can acquire prosocial skills positively correlated with student achievement outcomes.

Theoretical Framework

Bandura's (1986) triadic reciprocal determinism has been identified as a viable theoretical framework to map the role of social context in shaping students' academic dispositions and behaviors toward school, at the home, community, and school level to produce student achievement outcomes. Bandura's (1986) triadic reciprocal determinism is a social cognitive theory that asserts an individual's personal factors, behavioral factors, and environmental factors all act as determiners of each other in social situations. According to the theory, an individual's behavior both influences and is influenced by their dispositions and their

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environment (Bandura, 1986; Bandura, 1989). This framework outlines the social context for students' cognitive, social, and emotional development. It will, therefore, be used to cultivate a deep understanding of each triadic reciprocal determiner and the role of environmental factors, specifically the socioeconomic composition of students' homes, communities, and schools in the development of the behaviors and dispositions students use to navigate academic contexts and produce academic outcomes.

Environmental factors. Environmental factors in students' homes, communities, and schools heavily influence their identity and behavioral development (Bandura, 1986). This literature review will consider how environmental factors linked to the socioeconomic composition of students' homes, communities, and schools influence and are influenced by the development of students' personal and behavioral factors.

Home. Socioeconomic status has been identified as the strongest predictor of students' academic achievement (Duncan et al., 1998; Forum on Child and Family Statistics, 2016; Bohrnstedt et al., 2015). The socioeconomic composition of students' homes plays a role dictating family access to resources and determining the communities they can afford to live in (Dotterer et al., 2012; Lareau, 2011; McLoyd, 1998). This study attempts to link socioeconomic status with rates of exposure to socioeconomic stressors that have the potential to influence students' cognitive, social, and emotional development. Given the strong correlations between socioeconomic status and academic achievement, close consideration must be paid to the socioeconomic composition of students' homes when crafting solutions to student achievement gap disparities (Dotterer et al., 2012).

Socioeconomic status has been correlated with parent level of education, employment status, and occupation type (Caldwell & Ginther, 1996; McLoyd, 1998; Perry & McConney,

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2010). LSES families are often characterized by parents with low education resulting in no or low-wage jobs (U.S. Census Bureau, 2011). Rates of single-parent households are often higher at low levels of socioeconomic status making LSES families dependent on the income of one parent who may work long hours or multiple jobs due to low wages (U.S. Census Bureau, 2011). LSES families likely experience limited access to resources resulting in poor living conditions and an inability to meet student need (Caldwell & Ginther, 1996; McLoyd, 1998; Perry & McConney, 2010). McLoyd (1998) found LSES students likely to receive low parental involvement, minimal cognitive stimulation, harsh disciplinary consequences, and exposure to high rates of acute and chronic stressors. Research has established links between LSES and the development of low self-concept, efficacy, motivation and resiliency, fixed mindsets, outcome orientation, and an external locus of control; all skills and dispositions correlated with academic achievement (Dweck, 1975; Jarvis & Seifert, 2002). Socioeconomic status has also been correlated with the academic expectations parents and teachers hold for students (Battle & Lewis, 2002; Bransford et al., 2011; Caldwell & Ginther, 1996; McLoyd, 1998). Students of higher socioeconomic status are not only more likely to have parents with high education levels, their parents and teachers are also more likely to hold them to high academic expectations and have access to resources to help their students meet those expectations (Battle & Lewis, 2002; Bransford et al., 2011; Caldwell & Ginther, 1996; McLoyd, 1998). As access to resources diminish with socioeconomic status, student exposure to socioeconomic stress increases. Students in this context are at a disadvantage in developing behaviors and dispositions positively correlated with school readiness and student achievement. Because environmental factors influence and are influenced by students' personal and behavioral factors, this context has the

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potential to adversely affect students' cognitive, social, and emotional development in the short term, and student achievement outcomes in the long-term (Duncan et al.; 2007; McLoyd, 1998).

Community. The socioeconomic composition of a community influences students' childhood and adolescent development and subsequent student achievement outcomes. Community resources are, in part, generated from state and local taxes to fund public services. Community resource offerings, therefore, are directly related to the socioeconomic health of the community. Communities comprised of families of higher levels of socioeconomic status often have higher rates of homeownership resulting in greater access to resources to establish quality community service offerings that promote social wellbeing and public safety (Jiang, Granja, & Koball, 2017). These communities often experience lower crime rates, and therefore, a greater sense of community well-being and security. Communities comprised of families of low socioeconomic status often have access to limited resources to provide equitable community service offerings, and often experience higher rates of crime, unemployment, residential instability (Jiang et al., 2017).

Disparities in resource distribution occur at the expense of America's most disadvantaged student populations. Limited access to resources at home and in the community increases the likelihood of student exposure to socioeconomic stress, which has the potential to adversely affect students' cognitive, social, and emotional development. Exposure to high levels of socioeconomic stress increases the likelihood of students developing low self-efficacy, field dependence, and low motivation (Dweck, 1975; Jarvis & Seifert, 2002). This context also adversely influences students' ability to respond to situations perceived as stressful (Dweck, 1975; Jarvis & Seifert, 2002). When these dispositions are transferred to school, they are often

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not positively recognized by teachers and administrators. This context has implications for the way students navigate academic contexts to produce student achievement outcomes.

Schools. The socioeconomic composition of a community is strongly correlated with the socioeconomic composition of the public-school option. When families can afford to choose between the public school and private alternatives, pressure is placed on public schools to meet the demands of families who can afford a private alternative (Basu, 2013). As the level of socioeconomic status decreases, parents have fewer choices in where their students attend school, and schools likely have less access to resources to meet the high volume of student need. Community planning and zoning practices can result in communities defined by socioeconomic status, and lead to a high potential for socioeconomically, and often racially, homogenous student populations (Basu, 2013; Bohrnstedt et al., 2015). Schools in this context often must work harder to achieve increasingly rigorous academic standards resulting from the social and institutional barriers students in high minority and high poverty density schools are likely to face.

School and teacher bias are institutional barriers found to adversely influence minority and LSES students learning experiences and academic outcomes (Bondy & Ross, 1998). Schools and teachers tend to ethnocentrically misinterpret minority students' responses, learning styles, needs, and other non-cognitive factors leading to neglect, unnecessary disciplinary measures, recommendations for special education, and other negative consequences that shape students' perceptions of themselves as a student and a learner (Bondy & Ross, 1998; Farkas et al., 1990). Minority students, particularly African American boys, are disproportionately represented among students receiving special educational services, as they are more likely to be identified as having cognitive or emotional disturbances than their white counterparts (Bondy & Ross, 1998). Minority students are also more likely to experience harsher disciplinary actions

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resulting in disproportionately high rates of expulsion and suspension among minority demographics (Joseph, 1996). Teachers likely consider non-cognitive factors like dress and manner of speech when evaluating students, a practice that contributes to poor academic performance for minority and LSES students (Farkas et al., 1990). Because of this, minority students and LSES often report feeling culturally alienated by teachers as well as school policies and practices that contribute to poor academic performance, discipline, and dropout rates among minority and LSES students (Chu, 2011; Lam 2014).

To improve race and income-based achievement gaps, education systems must acknowledge how unintentional cultural and socioeconomic preference marginalizes minority and LSES student populations. Schools must actively implement culturally sensitive approaches that empower all students to access educational opportunities positively correlated with student achievement (Chu, 2011; Lam, 2014). Schools cannot expect diverse student populations to achieve in contexts that are not equipped to meet their subgroup specific needs (Chu, 2011). Schools and students benefit from environments that celebrate the cultures and values of diverse student populations by implementing universal in addition to targeted interventions to promote equitable educational opportunities through greater inclusion of factors in students' diverse home and community contexts (Richman, Rosenfeld, & Bowen, 1998). Schools that use resources to embrace and promote cultural diversity yield higher levels of student achievement across all student subgroups than schools that do not (Cummins, 2001; Greenwald, Hedges, & Laine, 1996).

Personal factors. Personal factors refer to the cognitive and social emotional dispositions that make up students' identities (Bandura, 1986). Personal factors influence and are influenced by behaviors students use to respond to their environments. The ways students

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behaviorally engage with their environment not only produce changes in the environment, it also influences the ongoing development of students' identities and dispositions (Bandura, 1986).

Cognitive factors. Children residing in lower levels of socioeconomic status often lack access to resources and experiences to meet basic physical, cognitive, and social emotional needs (McLoyd, 1998). Lacking exposure to these resources has the potential to negatively affect students' physical, cognitive, and social emotional development (Duncan et al., 1998; McLoyd, 1998). Additionally, LSES students may lack exposure to school-valued experiences and resources that prepare them to be school-ready like pre-school, high levels of parent involvement, and other resources like text rich environments (Duncan et al., 1998; McLoyd, 1998; Shanahan et al., 2014). In fact, Hayasaki (2016) found LSES students who are exposed to high levels of adversity develop weaker connections between neurons and interaction in parts of the brain involved in awareness, judgment, and ethical and emotional processing (Hayasaki, 2016). Thus, the socioeconomic composition of students' homes, communities, and schools, specifically in high poverty settings, has the potential to profoundly influence students' cognitive, social, and emotional development, and their subsequent academic outcomes.

Dispositions. Environmental factors foster childhood and adolescent development by contributing to the creation of the identity and dispositions students bring with them to school (Bandura, 1986). Students who come from stable households with supportive families who meet their needs establish greater feelings of security and confidence and are likely to experience high self-efficacy and motivation (Bandura, 1986). LSES students are likely to come from environmental contexts characterized by high levels of socioeconomic stress. This environment creates a propensity for students to develop high levels of anxiety, low self-concept, low motivation, and field dependence (Bandura, 1989; Dweck, 1975; Jarvis & Seifert, 2002;

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McLoyd, 1998). These mindsets are manifested through the behaviors students use to engage with their environment and have the potential to negatively influence student academic achievement (Dweck, 1975; Jarvis & Seifert, 2002; McLoyd, 1998). Minority and LSES student dispositions are also influenced by environments where they are disciplined more harshly than their White and higher SES counterparts at the home, community, and school level. This context has the potential to negatively influence minority and LSES students' self-concept, identity, and behavioral tendencies (Bandura, 1986).

Self-efficacy is the extent to which an individual believes in his/her own capacity to achieve outcomes (Bandura, 1982). Self-efficacy is largely determined by students' mindset, perceptions of their ability, motivation, and willingness to try (Bandura, 1982; Dweck, 1975). Students who are resilient work hard in the face of adversity to achieve positive academic outcomes and are more likely to see positive visualizations of themselves in their future (Oyserman, Bybee, & Terry, 2006). These students are also more efficient and motivated when setting and attaining academic goals (Oyserman et al., 2006). LSES students, however, are likely to exhibit low levels of self-efficacy and low motivation based on the triadic reciprocal nature of their developmental experiences (Caldwell & Ginther, 1996; McLoyd, 1998; Perry & McConney, 2010). These dispositions influence the manner students engage with academic contexts to produce student achievement outcomes (Bandura, 1986). LSES students are also more likely to perceive themselves as having an external locus of control and field dependence (Desimone, 1999; Garner & Cole, 1986). This means that they are more likely to perceive themselves as dependent on their environment and its resources rather than able to influence it. LSES students, therefore, are likely to view learning as out of their control and are likely to apply little effort and give up easily (Garner & Cole, 1986; Seifert, 1995).

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The combination of field dependence and an external locus of control often produce fixed mindsets characterized by performance orientation (Desimone, 1999; Dweck, 1975). Students with fixed mindsets believe their abilities and skills are fixed and they cannot be improved (Dweck, 1975). Performance oriented students are concerned with their ability to perform a task correctly, and often experience performance anxiety. Students who have fixed-mindset and performance orientation are more likely to give up in the face of challenging academic tasks as a means of social preservation (Dweck, 1975; Desimone, 1999; Farkas et al., 1990). These students might benefit from exposure to positive academic experiences that improve self-perception, efficacy, and motivation through social emotional learning. Schools, however, are not required to explicitly offer social emotional development opportunities that foster this growth. This context perpetuates institutional barriers negatively influencing LSES students' cognitive, social, and emotional development, and subsequent student achievement outcomes.

Behavioral factors. Behavioral factors refer to students' decision-making processes and responses to their environment (Bandura, 1986). Just as students' identity and dispositions grow and develop, so too do their behavioral tendencies and decision-making processes. Students' behaviors influence and are influenced by personal and environmental factors (Bandura, 1986). This context dictates how students engage with their environment and their perceptions of it (Bandura, 1986).

Learned behaviors. Students bring the identities, dispositions, and behavioral tendencies learned in out-side-of school contexts with them to school. Students who have had the opportunity to learn school valued dispositions and behaviors are more likely to experience positive academic outcomes by implementing these behaviors in academic settings (Battle & Lewis, 2002). Because school readiness and academic achievement is contingent on access to

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resources outside of school, students at higher levels of socioeconomic status are more likely to have a socioeconomic advantage over students at lower levels of socioeconomic status. Students exposed to high levels of socioeconomic stress are likely to exhibit low self-concept, insecurity, and an inability cope. These students are more likely to respond to academic situations perceived as adverse with antisocial behaviors not positively recognized by schools (Oyserman & Markus, 1990; Reyna & Weiner, 2001). Antisocial behaviors affect students' relationship with their environment as well as their perceptions of it. Students who are not equipped to successfully navigate academic contexts are more likely to have negative experiences in these academic contexts that reinforce perceptions of fear and inadequacy. This context has the potential to produce learned behaviors that students may transfer to similar contexts (Jarvis & Seifert, 2002). To support the academic achievement of all students, school environments should act as a vehicle for social mobility for disadvantaged students by teaching more than just content. This can be accomplished by including opportunities for social emotional growth that promote improved self-awareness, social awareness, self-management, relationship skills, and responsible decision making. Until schools ensure all students are afforded the same opportunity to learn the behaviors and dispositions positively correlated with academic outcomes, they will continue to play an active role in perpetuating the racial and socioeconomic disparities represented in the student achievement gap.

Summary

Because socioeconomic status was identified as the strongest indicator of student achievement, this literature review considered how the socioeconomic composition of students' homes, communities, and schools influence students' cognitive, social, and emotional development, and their subsequent student achievement outcomes (Duncan et al., 1998). The

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literature review consulted contemporary peer reviewed research and validates strong correlations between socioeconomic status, school readiness, and student achievement. Given the triadic reciprocal nature of students' personal, behavioral, and environmental factors, it is critical to consider the role socioeconomic composition of students' homes, communities, and schools play in students' development of the behaviors and dispositions used to navigate academic contexts. While a great deal of research has linked socioeconomic status to student achievement, little attention has been focused on ways socioeconomic status perpetuates profound disparities in student achievement. The following needs assessment will continue to explore the relationship between socioeconomic stress and the production of student achievement outcomes. The study will then shift towards considering social emotional learning as an evidence-based intervention to remediate the impact of poverty on students' cognitive, social, and emotional development and improve student achievement outcomes.

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CHAPTER 2

EMPIRICAL EXAMINATION OF THE FACTORS AND UNDERLYING CAUSES

Consistent with the literature review in Chapter One, social context is paramount to students' development and academic achievement. A better understanding of the role social factors play in student achievement will bring educators one step closer to supporting minority and LSES student achievement and, hopefully, closing the achievement gap. This needs assessment examines the ways social factors in students' home, community, and school environments combine to produce socioeconomic stress rates, and the extent to which exposure to socioeconomic stress influence student achievement.

Establishing a Relationship between Socioeconomic Stress and Student Achievement Needs Assessment Context

Public School District 13 (PSD13) is a high minority and high poverty public school district in Maryland whose student achievement data is consistent with disparities represented in race and income-based achievement gaps (Kena et al., 2015; MSDE, 2015). At the high school level, PSD13's demographic breakdown by race for 2015 indicates 67.87% of enrolled students are Black or African American, 23.23% of students are Hispanic or Latino, 3.65% of students are White, 3% of students are Asian, and 1.84% are Two or More Races (MSDE, 2015). For 2015, 56% of high school students have been identified as FARMS, 9.2% of students have been identified as LEP, and 11.6% of students have been identified as IEP (MSDE, 2015). This data indicates PSD13's high schools serve a high minority and high poverty density student population with a high concentration of students who qualify to receive special services. Given correlations between high minority density, high poverty density, school readiness, and student achievement, this needs assessment takes into consideration the socioeconomic composition of

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students' homes, communities, and schools to determine if a relationship exists between socioeconomic stress influences student achievement.

Statement of Purpose

The purpose of this needs assessment was to determine to determine ways students experience socioeconomic stress in high minority and high poverty density school districts like PSD13. This study considered potential relationships between socioeconomic stress and student achievement outcomes. The needs assessment then turns to a discussion of social emotional learning as a possible evidence-based intervention to improve student achievement outcomes by developing students' self-awareness, social awareness, self-management, responsible decision making, and relationship skills (CASEL, 2016). Based on a review of the literature associated with this problem of practice, the following research questions were addressed in the needs assessment.

RQ1: In what ways do students at PSD13 experience socioeconomic stress?

RQ2: In what ways is exposure to socioeconomic stress related PSD13 student proficiency and school progress?

Methodology

Research Design

This needs assessment considered if there is a relationship between students' exposure to socioeconomic stress and their student achievement outcomes. The following variables were identified as indicators of socioeconomic stress: (a) demographic break down; (b) income; (c) unemployment rates; (d) poverty rates; (e) education level; (f) single parent household rate; (g) crime statistics. This data measured the rate of socioeconomic stress in PSD13, two surrounding counties, and the state of Maryland. Student achievement data in the form of student proficiency

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and school progress indicators were also collected including (a) student proficiency in English, (b) student proficiency in Math, (c) graduation rates, and (d) attendance rates. Student proficiency and school progress data was compared with the rate socioeconomic stress to determine if any relationships between socioeconomic stress and student achievement exist.

Participants. To provide a greater context to understand socioeconomic stress as it relates to student achievement in PSD13, the variables identified to measure as socioeconomic stress and student achievement indicators were collected for PSD13, two neighboring school districts, and the state as a whole. The neighboring school districts include Public School District 9 (PSD9) and Public School District 14 (PSD14). PSD9 and PSD14 were identified as comparable districts given their close proximity to PSD13. Socioeconomic stress data and student achievement data was analyzed for each district and the state independently. These findings were then compared to the other districts and the state to gain a relative understanding of socioeconomic stress as it relates to student achievement in other contexts.

Measures and instrumentation. The following measures and instrumentations were used to collect and analyze socioeconomic stress and student achievement data. Data was collected from the public domain.

Socioeconomic stress. The most recent and relevant data sets for each socioeconomic stress variable were collected for PSD9, PSD13, PSD14, and the state of Maryland. Socioeconomic stress variables were compared for PSD9, PSD13, PSD14, and the state of Maryland. This data was considered for each county and the state independently and comparatively.

Student achievement. The most recent student demographic, student proficiency and school progress data were collected from Maryland's public release of its K12 report card for

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PSD9, PSD13, PSD14, and Maryland. This data was then broken down by race and students receiving special services demographic subgroups. Student achievement and school progress indicators were then compared to show the relative rates of student proficiency and school progress for PSD9, PSD13, PSD14, and Maryland. This data was considered for each county and the state independently and comparatively.

Socioeconomic stress and student achievement outcomes. The socioeconomic stress rates were then compared with each district's student achievement outcomes to determine if any relationship exists between the rate students are exposed to socioeconomic stress and their district's student achievement outcomes.

Procedure

Data Collection and Analysis

A quantitative approach to data collection and analysis was used to analyze socioeconomic stress rates and student achievement outcomes. Data was collected from most recent and relevant reports from the public domain.

Variables. The following variables were identified to measure socioeconomic stress and student achievement.

Environmental stressors. Several indicators were selected to construct a measure for socioeconomic stress. These variables include (a) demographic breakdown; (b) income; (c) unemployment rates; (d) poverty rates; (e) education level; (f) single parent household rate; and (g) crime statistics. These indicators were used to establish a baseline for socioeconomic stress and generate a deeper understanding of how socioeconomic stress influences students' academic achievement.

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Student proficiency and school progress targets. Maryland tracks student achievement at the school, district, and state level using the Maryland's K12 report card. The variables identified to measure student achievement include (a) student proficiency in English; (b) student proficiency in Math; (c) five-year graduation cohort rates; and (d) attendance rates. Progress toward meeting these targets also marks progress towards the Maryland's 2011 statewide goal for all schools and districts to cut student achievement gaps between the highest performing student demographic and lower performing demographics in half by 2017. Student achievement data was collected for all races and students receiving special services demographic subgroups. The race demographic subgroups include: (a) White; (b) Black or African American; (c) Hispanic or Latino; (d) Asian; and (e) Two or More Races. The students receiving special services demographic subgroups include: (a) FARMs; (b) LEP; and (c) SPED.

Needs Assessment Findings

The following is an overview of the findings after the data collection and analysis process concluded.

Socioeconomic Stress Indicators

The following section examines each socioeconomic stress variable to determine the rate socioeconomic stress in in PSD9, PSD13, PSD14, and Maryland.

District demographics. Figure 9 displays the percent minority population share by district across the state (U.S. Census Bureau, 2011). This data indicates PSD13's minority population share is 34.4% higher than PSD9 and 44.3 percent higher than PSD14. This data indicates PSD13 is a high minority density district, PSD 9 has a balanced diversity profile, and PSD14 is a low minority density district.

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Income. Table 2 displays the median household income for families in PSD9, PSD13, PSD14, and US. This data indicates PSD9 has the highest median income at \$98,704.00. While the median income of PSD13 is on par with Maryland, its median income is \$24,848.00 less than PSD9 and \$15,175.00 less than PSD14. This indicates students in PSD13 have access to fewer resources compared to PSD9, PSD14, and Maryland.

Table 2

Median Household Income by County in 2014, 2010-2014

	PSD9	PSD13	PSD14	Maryland
Median Household Income	\$98,704	\$73,856	\$89,031	\$74,149

Source:

<https://www.census.gov/quickfacts/fact/table/annearundelcountymaryland,princegeorgescountymaryland,montgomerycountymaryland,MD/INC110217>

Unemployment. Table 3 displays the average unemployment rates reported by the U.S. Census Bureau (n.d.) for PSD9, PSD13, PSD14, and Maryland. PSD13 has the highest unemployment rate at 6.1%. While PSD13's unemployment rate is only 0.3% higher than Maryland, it was 1% higher than PSD14 and 1.7% higher than PSD9 (U.S. Census Bureau, n.d.). This data indicates students in PSD13 are exposed to higher unemployment rates than PSD9, PSD14, and Maryland.

Table 3

2014 Unemployment Rates for PSD9, PSD13, PSD14 and Maryland

	PSD9	PSD13	PSD14	Maryland
Unemployment Rates	4.4%	6.1%	5.1%	5.8%

Source:

<https://www.census.gov/quickfacts/fact/table/montgomerycountymaryland,annearundelcountymaryland,princegeorgescountymaryland,MD>

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Poverty. Table 4 demonstrates the rates of poverty for PSD9, PSD13, PSD14, and Maryland (U.S. Census Bureau, n.d.). PSD13 has the highest poverty rate at 10.2%. While this is only 0.1% higher than the US, it is 3.2% higher than PSD9 and 4.1% higher than PSD14. This data indicates students in PSD13 experience poverty at higher rates than PSD9, PSD14, and Maryland.

Table 4

2014 Poverty Rates for PSD9, PSD13, PSD14, and Maryland

	PSD9	PSD13	PSD14	Maryland
Poverty Rate	7.0%	10.2%	6.1%	10.1%

Source:

<https://www.census.gov/quickfacts/fact/table/annearundelcountymaryland,princegeorgescountymaryland,montgomerycountymaryland,MD/IPE120218>

Education level. Table 5 demonstrates the rates of high school graduates or higher in PSD9, PSD13, PSD14, and Maryland (U.S. Census Bureau, n.d.). This data indicates individual PSD13 residents age 23 or older are 3.8% less likely to have a high school diploma when compared to residents across the US, and 5.7% less likely to have a diploma than residents of PSD14. Table 6 demonstrates the rates of people with a bachelor's degree or higher in PSD9, PSD13, PSD14, and Maryland (U.S. Census Bureau, n.d.). This data indicates PSD9 residents are 20% more likely to have a Bachelor's degree or higher than residents across Maryland, and 26.8% more likely than residents of PSD13. This data indicates PSD13 students are less likely to graduate high school or obtain a bachelor's degree than PSD9, PSD13, and Maryland.

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Table 5

High School Graduate or Higher, Percent of Person Age 25+, 2010–2014

	PSD9	PSD13	PSD14	Maryland
High School Graduate or Higher	91.2%	85.6%	91.6%	89.4%

Source:

<https://www.census.gov/quickfacts/fact/table/montgomerycountymaryland,annearundelcountymaryland,princegeorgescountymaryland,MD>

Table 6

Bachelor's Degree or Higher, Percent of Person Age 25+, 2010–2014

	PSD9	PSD13	PSD14	Maryland
Bachelor's Degree or Higher	57.9%	31.1%	38.3%	37.9%

Source:

<https://www.census.gov/quickfacts/fact/table/montgomerycountymaryland,annearundelcountymaryland,princegeorgescountymaryland,MD>

Single parent household rates. Figure 11 shows the rates of single-parent households for PSD9, PSD13, PSD14, and the US. Figure 12 shows the rates of married couples with their own children for PSD9, PSD13, PSD14, and the US. This data indicates households in PSD13 are 9.4% more likely to be single parent than the US, and 19.1% more likely to be single parent than in PSD9. Additionally, households with married couples with their own children are 7.8% more likely to occur in PSD9 than in PSD13, and 2.6% more likely than households across the state. This data indicates students in PSD13 experience single parent household rates at higher rates than PSD9, PSD14, and Maryland, and students in PSD13 also experience lower rates of married couples with their own children than PSD9, PSD14, and Maryland.

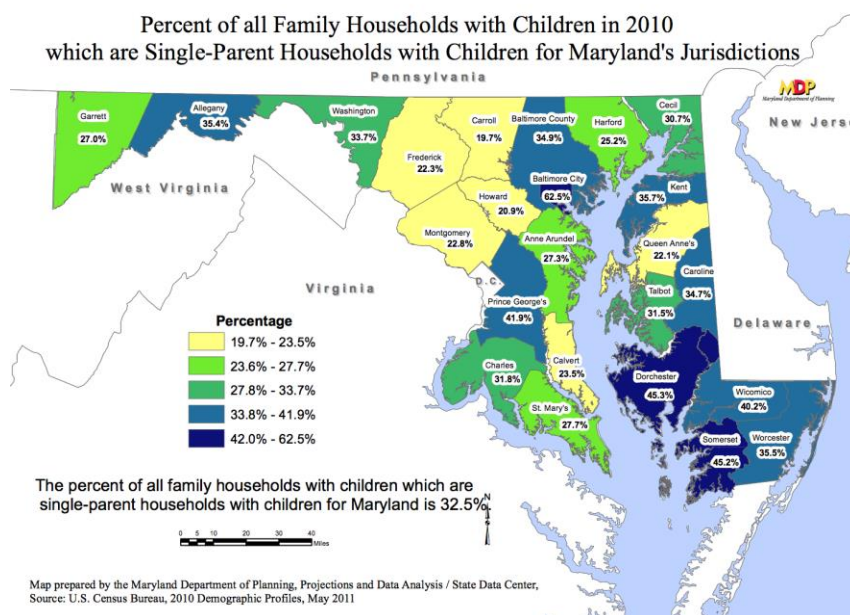


Figure 11. Rates of Single Parent Households in 2010 (Maryland Department of Planning, 2011b).

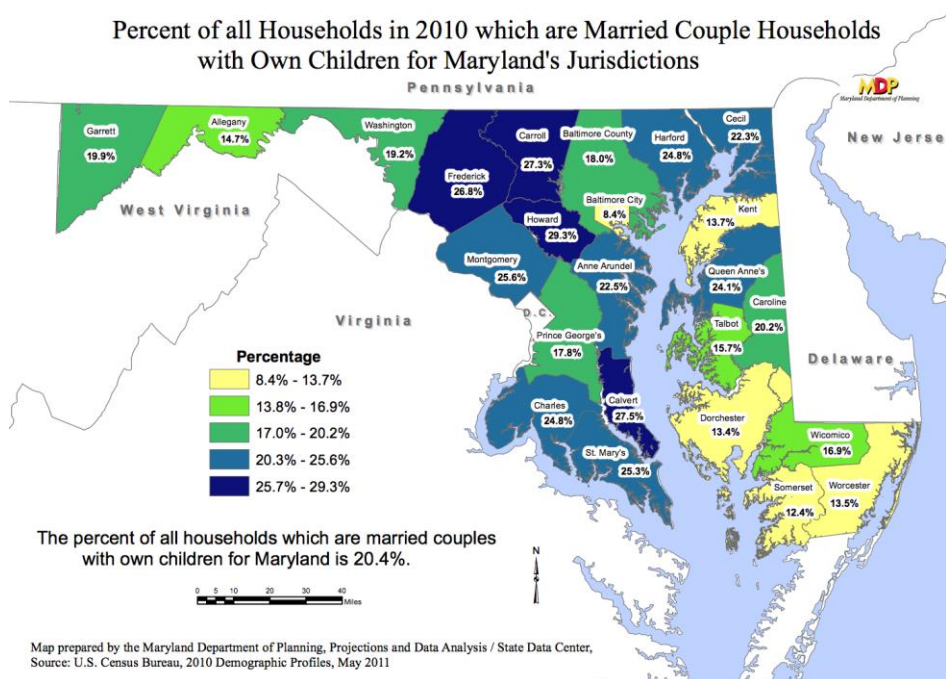


Figure 12. Rates of Married Couples with their Own Children in 2010 (Maryland Department of Planning, 2011b).

Crime statistics. The crime statistic data is presented in both raw numbers and crime rates by percentage.

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Raw data. Table 7 shows the number of crimes committed in 2014 by type from PSD9, PSD13, PSD14, and Maryland (Governor's Office on Crime Control and Prevention, 2019). Table 7 indicates PSD13 has higher instances of crime when compared to PSD9 and PSD14. Table 8 shows 2014 overall crime rates for PSD9, PSD13, PSD14, and Maryland. This data indicates PSD13 has higher rates of violent, property and all crime than PSD9 and PSD14. This data suggests PSD13 students experience more instances of violent, property, and overall crime compared to students in PSD9 and PSD14.

Violent crime. Figure 13 displays the percentage of violent crimes for PSD9, PSD13, PSD14, and Maryland with PSD13 accounting for 15.65% of all the violent crimes in Maryland. PSD13's rate of violent crimes is 9.1% higher than in PSD9, and 7.1% higher than PSD14. This data suggests PSD13 students experience higher rates of violent crimes than students in PSD9 and PSD14.

2014 Percent Violent Crime for Select Maryland Counties

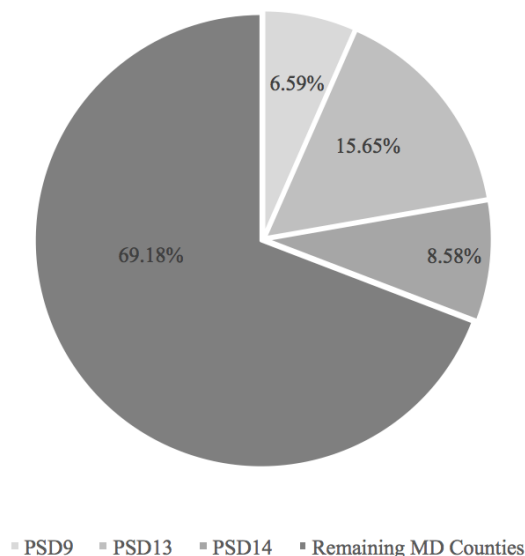


Figure 13. 2014 Percentage of Violent Crime for Select Maryland Counties (Governor's Office on Crime Control and Prevention, 2019).

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Table 7

2014 Instances of Crime for PSD9, PSD13, PSD14 and Maryland

	PSD9	PSD13	PSD14	Maryland
Murder	18	56	14	363
Rape	125	206	92	1144
Robbery	661	1846	634	9651
Aggravated Assault	934	2020	1523	15215
Breaking and Entering	2442	4767	2152	28175
Larceny Theft	13542	17498	10620	109218
Motor Vehicle Theft	18475	30671	702	12146
All Crimes	18475	30671	15737	176912

Source: <https://opendata.maryland.gov/d/jwfa-fdxs/visualization>

Table 8

2014 Crime Rates for PSD9, PSD13, PSD14 and Maryland

	PSD9	PSD13	PSD14	Maryland
Violent Crime Total	1738	2263	4128	26,373
Violent Crime Percent	6.59%	8.58%	15.65%	100%
Property Crime Total	16737	13474	26543	150,539
Property Crime Percent	11.12%	8.95%	17.63%	100%
All Crime Total	18475	15737	30671	176,912
All Crime Percent	10.44%	8.90%	17.34%	100%

Source: <https://opendata.maryland.gov/d/jwfa-fdxs/visualization>

Property crime. Figure 14 displays the percentage of property crimes for select Maryland counties and indicates PSD13 accounts for 17.63% of all of property crime in the US. Property

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crime rates in PSD13 are 8.56% higher than PSD14, and 6.5% higher than PSD9. This data suggests PSD13 students experience higher rates of property crime than students in PSD9 and PSD14.

2014 Percent Property Crime for Select MD Counties

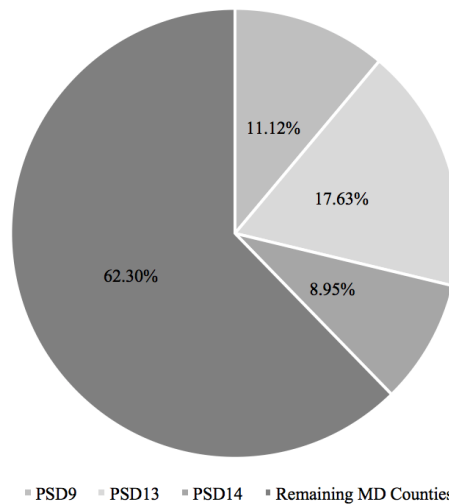


Figure 14. 2014 Percentage of Property Crime for Select Maryland Counties (Governor's Office on Crime Control and Prevention, 2019).

All crime. Figure 15 shows the rates of all crime for select Maryland counties (Governor's Office on Crime Control and Prevention, 2019). This data indicates PSD13 accounts for 17.34% of the crime that occurs in the US. PSD13's overall crime rates are 8.4% higher than in PSD14 and 6.9% higher than in PSD9. This data suggests PSD13 students experience higher rates of crime overall than students in PSD9 and PSD14.

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2014 Percent Overall Crime for Select Counties in Maryland

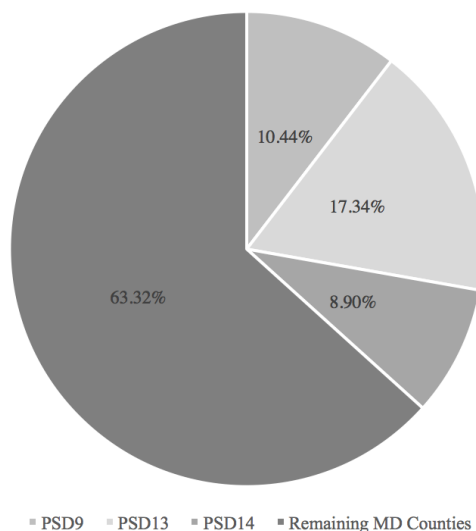


Figure 15. 2014 Percentage of Overall Crime for Select Maryland Counties (Governor’s Office on Crime Control and Prevention, 2019).

Socioeconomic Stress Data Analysis Findings

Answering RQ1, data analysis of the socioeconomic stress variables indicates students residing in PSD13 do experience socioeconomic stress across all indicators, and at higher rates than students in PSD9, PSD14, and across the state. While PSD13’s median household income is on par with the state average, PSD13’s unemployment and poverty rates indicate income and employment disparities across the state. This data is further validated by the low rate of PSD13 residents who have graduated high school compared to Maryland, and the low rate of PSD13 residents who have obtained Bachelor’s degree. PSD13 also has the highest rates of single parent households and lowest rates of married couples with their own children (U.S. Census Bureau, 2011). Students in PSD13 also experience higher rates of violent, property, and overall crime when compared to PSD9 and PSD14. The lower crime rates may be attributed to lower poverty and unemployment rates and overall higher median household income in PSD9 and PSD14. This data suggests a high volume of PSD13 students are exposed to socioeconomic

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stress at higher rates than students in PSD9, PSD14, and Maryland. This context has implications for PSD13 students' cognitive, social, and emotional development.

Student Achievement Outcomes

The following data was collected to analyze student achievement outcomes as measured by student proficiency and school progress outcomes.

Student demographics. Before analyzing student proficiency and school progress targets, it is important to note the demographic differences of PSD9, PSD13, PSD14, and Maryland. Figure 16 compares PSD9, PSD13, PSD14, and Maryland enrollment demographics by race. Consistent with the percentage of minority share by jurisdiction, PSD9 has the most balanced demographic profile by race, PSD14 has low minority student density, and PSD13 has high minority student density. This data indicates PSD13 is a high minority density district compared to PSD9, PSD14, and Maryland.

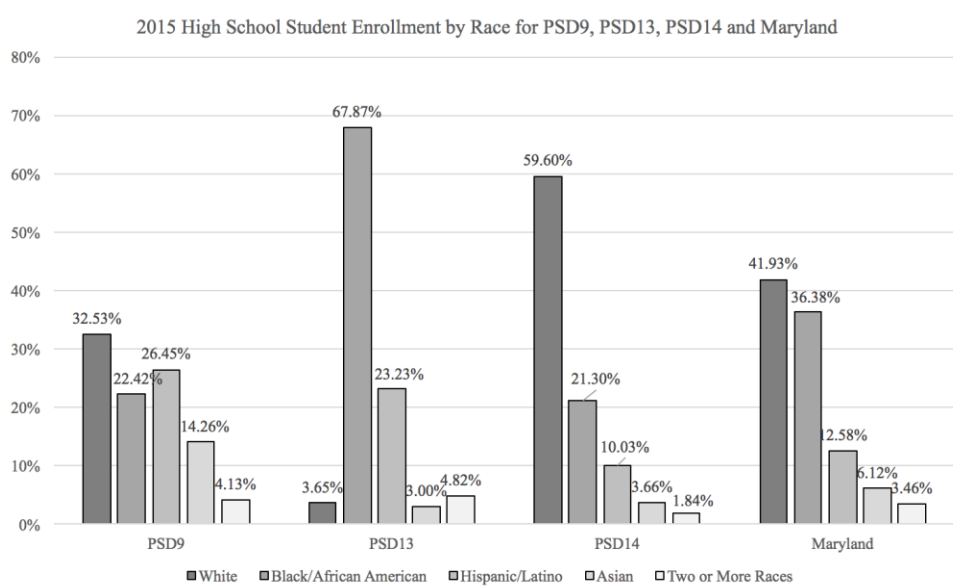


Figure 16. High School Student Enrollment by Race for PSD9, PSD13, PSD14, and Maryland (Governor's Office on Crime Control and Prevention, 2019).

Figure 17 compares the rates of students receiving special services in PSD9, PSD13, PSD14, and Maryland. Figure 17 indicates PSD14 has the lowest rates of students who qualify

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for special services across all sub groups. This data indicates in addition to having high minority density, PSD13 also serves a disproportionately high rate of FARMs students with over 50 percent of high school students qualifying in 2015. Both PSD9 and PSD13 enroll IEP students at slightly higher rates than Maryland's average. Both PSD9 and PSD13 also enroll LEP students at higher rates than Maryland with PSD9 nearly doubling Maryland at 7.69%, and PSD13 at 9.20%.

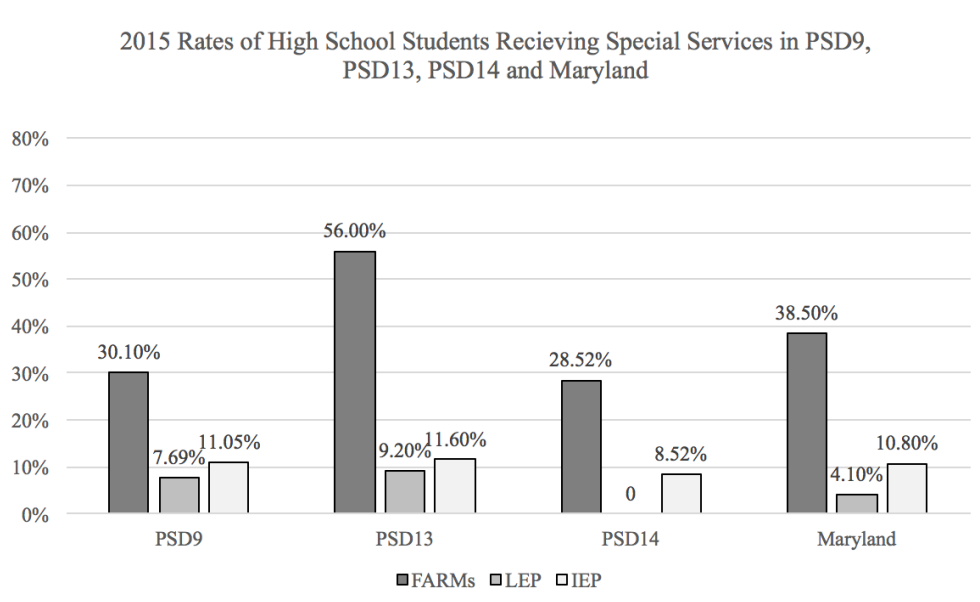


Figure 17. 2015 High School Enrollment by Students Receiving Special Services Demographic for PSD9, PSD13, PSD14, and Maryland (Governor's Office on Crime Control and Prevention, 2019).

Note: PSD14's LEP population was statistically insignificant because either no or fewer than 10 students existed in the category or the percentage for the category is either ≤ 5 or ≥ 95 and the corresponding counts have been suppressed.

Attendance rates. Table 9 displays PSD13's attendance rates. Table 10 displays PSD14's attendance rates. Table 11 displays PSD9's attendance rates. Attendance rate data is only reported for all students, not by demographic subgroups. There is no baseline for attendance. Both MCPS and PGCPs met the state set attendance standard of 94%. All districts met their attendance rate target it all years.

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Table 9

PSD13 Attendance Rates Reported by MSDE for All Students

	'11 Baseline	'12 Target	'12 Met	'13 Target	'13 Met	'14 Target	'14 Met	'15 Target	'15 Met	'16 Target	'17 Target
All Students	--	93.8	Yes	93.9	Yes	94.0	Yes	92.0	Yes	94.0	94.0

Source:

<https://msp2018.msde.maryland.gov/Graphs/#/Demographics/AttendanceRate/3/99/3/3/3/3/3/3/3/3/6/16/XXXX>

Note: The statewide standard for attendance is 94 percent. There is no baseline for attendance (MSDE, 2015).

Table 10

PSD14 Attendance Rates Reported by MSDE for All Students

	'11 Baseline	'12 Target	'12 Met	'13 Target	'13 Met	'14 Target	'14 Met	'15 Target	'15 Met	'16 Target	'17 Target
All Students	--	93.8	Yes	93.9	Yes	94.0	Yes	93	Yes	94.0	94.0

Source:

<https://msp2018.msde.maryland.gov/Graphs/#/Demographics/AttendanceRate/3/99/3/3/3/3/3/3/3/3/6/02/XXXX>

Note: The statewide standard for attendance is 94 percent. There is no baseline for attendance (MSDE, 2015).

Table 11

PSD9 Attendance Rates Reported by MSDE for All Students

	'11 Baseline	'12 Target	'12 Met	'13 Target	'13 Met	'14 Target	'14 Met	'15 Target	'15 Met	'16 Target	'17 Target
All Students	--	93.8	Yes	93.9	Yes	94	Yes	93.5	Yes	94	94

Source:

<https://msp2018.msde.maryland.gov/Graphs/#/Demographics/AttendanceRate/3/99/3/3/3/3/3/3/3/3/6/15/XXXX>

Note: The statewide standard for attendance is 94 percent. There is no baseline for attendance (MSDE, 2015).

Student proficiency in English by race. Table 12 displays PSD13's student proficiency in English by race. Table 13 displays PSD14's student proficiency in English by race. Table 14 displays PSD9's student proficiency in English by Race. In 2012 and 2013, PSD9 met its English target for four subgroups including All Students, White, Asian, and Two or More Races. In 2012, PSD14 met its targets for four subgroup areas including White, Hispanic or Latino, Asian, and Two or More Races. In 2013, however, only White, Asian, and Two or More races

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met their English targets for PSD14. PSD13 only met its English target for the White subgroup in 2012. While PSD9 and PSD14 both met in four race target areas in 2012, PSD14 only met in three areas in 2013. PSD13 did not meet its targets in 2013. Not all three districts made adequate progress towards their English targets in 2014. PSD9 slightly outperformed both PSD13 and PSD14 in the Student Proficiency in English AMO target area by race.

Table 12

PSD13 English Proficiency AMO by Race Demographic Breakdown

	'11 Baseline	'12 Target	'12 Met	'13 Target	'13 Met	'14 Target	'14 Met	'15 Target	'15 Met	'16 Target	'17 Target
All Students	77.5	79.4	No	81.2	No	83.1	No	85	--	86.9	88.7
White	88.2	89.2	Yes	90.1	No	91.1	No	92.1	--	93.1	94.1
Black/Afr. Am.	76.1	78.1	No	80.1	No	82.1	No	84.1	--	86.1	88
Hispanic/Latino	77.2	79.1	No	81	No	82.9	No	84.8	--	86.7	88.6
Asian	89.4	90.3	No	91.2	No	92.1	No	93	--	93.8	94.7
2+ Races	87.9	88.9	No	89.9	No	90.9	No	91.9	--	93	94

Source: <https://msp2018.msde.maryland.gov/Graphs/ReportCards/ReportCardSchool/1/E/1/16/XXXX>

Note: Due to PARCC field testing in 2015, there is no accountability measure or score for 2015.

Table 13

PSD14 English Proficiency AMO by Race Demographic Breakdown

	'11 Baseline	'12 Target	'12 Met	'13 Target	'13 Met	'14 Target	'14 Met	'15 Target	'15 Met	'16 Target	'17 Target
All Students	89.5	Na	No	91.3	No	92.1	No	93.0	--	93.9	94.8
White	92.2	Na	Yes	93.5	Yes	94.1	No	94.8	--	95.4	96.1
Black/Afr. Am.	80.8	Na	No	84.0	No	85.6	No	87.2	--	88.8	90.4
Hispanic/Latino	84.5	Na	Yes	87.1	No	88.4	No	89.6	--	90.9	92.2
Asian	91.8	Na	Yes	93.1	Yes	93.8	No	94.5	--	95.2	95.9
2+ Races	89.8	Na	Yes	91.5	Yes	92.4	No	93.2	--	94.1	94.9

Source: <https://msp2018.msde.maryland.gov/Graphs/ReportCards/ReportCardSchool/1/E/1/02/XXXX>

Note: 2012 AMO Target Data is not available for PSD14. Due to PARCC field testing in 2015, there is no accountability measure or score for 2015.

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Table 14

PSD9 English Proficiency AMO by Race Demographic Breakdown

	'11 Baseline	'12 Target	'12 Met	'13 Target	'13 Met	'14 Target	'14 Met	'15 Target	'15 Met	'16 Target	'17 Target
All Students	85.2	86.4	Yes	87.6	Yes	88.9	No	90.1	--	93.1	92.6
White	92.2	92.8	Yes	93.5	Yes	94.1	No	94.8	--	95.4	96.1
Black/Afr. Am.	83.5	84.8	No	86.2	No	87.6	No	89.0	--	90.4	91.7
Hispanic/Latino	83.9	85.2	No	86.6	No	87.9	No	89.3	--	90.6	91.1
Asian	94.0	94.5	Yes	95.0	Yes	95.5	No	96.0	--	96.5	97.9
2+ Races	90.5	91.3	Yes	92.1	Yes	92.9	No	93.7	--	94.5	95.3

Source: <https://msp2018.msde.maryland.gov/Graphs/ReportCards/ReportCardSchool/1/E/1/15/XXXX>

Note: Due to PARCC field testing in 2015, there is no accountability measure or score for 2015.

Student proficiency in English by students receiving special services. Table 15

displays PSD13's student proficiency in English by students receiving special services. Table 16 displays PSD14's student proficiency in English by students receiving special services. Table 17 displays PSD9's student proficiency in English by students receiving special services. This data indicates not all three districts, PSD9, PSD13, and PSD14, met their English proficiency target for all students receiving special services subgroups.

Table 15

PSD13 English Proficiency AMO by Students Receiving Special Services

	'11 Baseline	'12 Target	'12 Met	'13 Target	'13 Met	'14 Target	'14 Met	'15 Target	'15 Met	'16 Target	'17 Target
FARMS	73.5	75.7	No	77.9	No	80.1	No	82.3	--	84.5	86.7
LEP	72.8	75.1	No	77.3	No	79.6	No	81.9	--	84.1	86.4
IEP	54.7	58.5	No	62.3	No	66	No	69.8	--	73.6	77.4

Source: <https://msp2018.msde.maryland.gov/Graphs/ReportCards/ReportCardSchool/1/E/1/16/XXXX>

Note: Due to PARCC field testing in 2015, there is no accountability measure or score for 2015.

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Table 16

PSD14 English Proficiency AMO by Students Receiving Special Services

	'11 Baseline	'12 Target	'12 Met	'13 Target	'13 Met	'14 Target	'14 Met	'15 Target	'15 Met	'16 Target	'17 Target
FARMS	80.4	Na	No	83.7	No	85.3	No	86.9	--	88.6	90.2
LEP	71.0	Na	No	75.8	No	78.3	No	80.7	--	82.7	85.2
IEP	70.4	Na	No	75.3	No	77.8	No	80.3	--	82.7	85.2

Source: <https://msp2018.msde.maryland.gov/Graphs/ReportCards/ReportCardSchool/1/E/1/02/XXXX>

Note: 2012 AMO Target Data is not available for PSD14. Due to PARCC field testing in 2015, there is no accountability measure or score for 2015.

Table 17

PSD9 English Proficiency AMO by Students Receiving Special Services

	'11 Baseline	'12 Target	'12 Met	'13 Target	'13 Met	'14 Target	'14 Met	'15 Target	'15 Met	'16 Target	'17 Target
FARMS	80.8	82.4	No	84.0	No	85.6	No	87.2	--	88.8	90.4
LEP	78.7	80.5	No	82.2	No	84.0	No	85.8	--	87.6	89.3
IEP	73.4	75.6	No	77.9	No	80.1	No	82.3	--	84.5	86.7

Source: <https://msp2018.msde.maryland.gov/Graphs/ReportCards/ReportCardSchool/1/E/1/15/XXXX>

Note: Due to PARCC field testing in 2015, there is no accountability measure or score for 2015.

Student proficiency in math. Table 18 displays PSD13's student proficiency in Math by race. Table 19 shows PSD14 student proficiency in Math by race. Table 20 shows PSD9 student proficiency in Math by race. While PSD13 met its Math student proficiency targets across all race subgroups in 2012, it did not meet for any race subgroups in 2013 or 2014. While PSD9 met its target for all races in 2012, it experienced a sharp decline where only the White student demographic met its Math proficiency target in 2013, and no race subgroups meeting their Math proficiency target in 2014. PSD14 met in all subgroups but White and Black or African American in 2012. PSD14's progress declined as the Hispanic or Latino did not meet its Math target in 2013. No demographic subgroups met its Math targets in 2014 for PSD9, PSD13, and

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PSD14. PSD9 slightly outperformed both PSD13 and PSD14 in the Student Proficiency in Math AMO target area by race.

Table 18

PSD13 Math Proficiency AMO by Race Demographic Breakdown

	'11 Baseline	'12 Target	'12 Met	'13 Target	'13 Met	'14 Target	'14 Met	'15 Target	'15 Met	'16 Target	'17 Target
All Students	68.8	71.4	Yes	74	No	76.6	No	79.2	--	81.8	84.4
White	84	85.3	Yes	86.6	No	88	No	89.3	--	90.6	92
Black/Af. Am.	66.1	68.9	Yes	71.7	No	74.6	No	77.4	--	80.2	83
Hispanic/Latino	70.8	73.3	Yes	75.7	No	78.1	No	80.6	--	83	85.4
Asian	89.2	90.1	Yes	91	No	91.9	No	92.8	--	93.7	94.6
2+ Races	80.5	82.1	Yes	83.7	No	85.4	No	87	--	88.6	90.2

Source: <https://msp2018.msde.maryland.gov/Graphs/ReportCards/ReportCardSchool/1/E/1/16/XXXX>

Note: Due to PARCC field testing in 2015, there is no accountability measure or score for 2015.

Table 19

PSD14 Math Proficiency AMO by Race Demographic Breakdown

	'11 Baseline	'12 Target	'12 Met	'13 Target	'13 Met	'14 Target	'14 Met	'15 Target	'15 Met	'16 Target	'17 Target
All Students	86.3	Na	Yes	88.6	No	89.7	No	90.9	--	92.0	93.1
White	90.1	Na	Yes	91.7	No	92.5	No	93.4	--	94.2	92.8
Black/Af. Am.	73.5	Na	Yes	77.9	No	80.2	No	82.4	--	84.6	86.8
Hispanic/Latino	81.7	Na	Yes	84.7	No	86.3	No	87.8	--	89.3	90.8
Asian	93.1	Na	Yes	94.3	Yes	94.8	No	95.4	--	93.5	96.6
2+ Races	85.6	Na	Yes	88.0	No	89.2	No	90.4	--	91.6	92.8

Source: <https://msp2018.msde.maryland.gov/Graphs/ReportCards/ReportCardSchool/1/E/1/02/XXXX>

Note: 2012 AMO Target Data is not available for PSD14. Due to PARCC field testing in 2015, there is no accountability measure or score for 2015.

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Table 20

PSD9 Math Proficiency AMO by Race Demographic Breakdown

	'11 Baseline	'12 Target	'12 Met	'13 Target	'13 Met	'14 Target	'14 Met	'15 Target	'15 Met	'16 Target	'17 Target
All Students	85.3	86.6	Yes	87.8	No	89	No	90.2	--	91.5	92.7
White	90.1	90.9	Yes	91.7	Yes	92.5	No	93.4	--	94.2	95.0
Black/Af. Am.	73.1	75.4	Yes	77.6	No	79.9	No	82.1	--	84.3	86.6
Hispanic/Latino	76.1	78.1	Yes	80.1	No	82.1	No	84.1	--	86.1	88.0
Asian	94.5	95.0	Yes	95.5	No	95.9	No	96.4	--	96.8	97.3
2+ Races	89.4	90.3	Yes	91.2	No	92.1	No	93.0	--	93.8	94.7

Source: <https://msp2018.msde.maryland.gov/Graphs/ReportCards/ReportCardSchool/1/E/1/15/XXXX>

Note: Due to PARCC field testing in 2015, there is no accountability measure or score for 2015.

Student proficiency in math by students receiving special services. Table 21 displays PSD13's student proficiency targets in Math by students receiving special services. Table 22 displays PSD14's student proficiency targets in Math by students receiving special services. Table 23 displays PSD9's student proficiency targets in Math by students receiving special services. This data indicates both PSD9 and PSD13 only met their Math student proficiency targets for the FARMs demographic in 2012. PSD14, however, met its Math student proficiency target in both FARMs and Special Education in 2012. PSD9, PSD13, and PSD14 did not meet for any demographic in any other years. PSD14 slightly outperformed both PSD9 and PSD13 in the Student Proficiency in Math AMO target area by students receiving special services.

Table 21

PSD13 Math Proficiency AMO by Students Receiving Special Services

	'11 Baseline	'12 Target	'12 Met	'13 Target	'13 Met	'14 Target	'14 Met	'15 Target	'15 Met	'16 Target	'17 Target
FARMS	65	67.9	Yes	70.8	No	73.7	No	76.6	--	79.6	82.5
LEP	69.3	71.9	No	74.4	No	77	No	79.5	--	82.1	84.6
IEP	46.6	51.1	No	55.5	No	60	No	64.4	--	68.9	73.3

Source: <https://msp2018.msde.maryland.gov/Graphs/ReportCards/ReportCardSchool/1/E/1/16/XXXX>

Note: Due to PARCC field testing in 2015, there is no accountability measure or score for 2015.

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Table 22

PSD14 Math Proficiency AMO by Students Receiving Special Services

	'11 Baseline	'12 Target	'12 Met	'13 Target	'13 Met	'14 Target	'14 Met	'15 Target	'15 Met	'16 Target	'17 Target
FARMS	7.7	Na	Yes	78.9	No	81.0	No	83.1	--	85.2	87.3
LEP	75.5	Na	No	79.6	No	81.6	No	83.6	--	85.7	87.7
IEP	63.6	Na	Yes	69.6	No	81.6	No	83.6	--	85.7	87.7

Source: <https://msp2018.msde.maryland.gov/Graphs/#/ReportCards/ReportCardSchool/1/E/1/02/XXXX>

Note: 2012 AMO Target Data is not available for PSD14. Due to PARCC field testing in 2015, there is no accountability measure or score for 2015.

Table 23

PSD9 Math Proficiency AMO by Students Receiving Special Services

	'11 Baseline	'12 Target	'12 Met	'13 Target	'13 Met	'14 Target	'14 Met	'15 Target	'15 Met	'16 Target	'17 Target
FARMS	71.7	74.0	Yes	76.4	No	78.8	No	81.1	--	83.5	85.8
LEP	75.1	77.2	No	79.3	No	81.4	No	83.4	--	85.5	87.6
IEP	63.4	66.5	No	69.5	No	72.6	No	75.6	--	78.7	81.7

Source: <https://msp2018.msde.maryland.gov/Graphs/#/ReportCards/ReportCardSchool/1/E/1/15/XXXX>

Note: Due to PARCC field testing in 2015, there is no accountability measure or score for 2015.

Five-year graduation cohort rates by race. Table 24 displays PSD13's 5-year cohort graduation rates by race. Table 25 displays PSD14's 5-year cohort graduation by race. Table 26 displays PSD9's 5-year cohort graduation rates by race. In 2012, the only race demographic that did not meet PSD14's graduation rate target was Two or More Races. In 2012, the only race demographics that did not meet PSD9's graduation rate targets were Hispanic or Latino and Two or More Races. No students met their graduation target by race for PSD13 in 2012. In 2013, the only race demographic that did not meet PSD14's graduation rate target was Two or More Races. In 2013, the only race demographics that did not meet PSD9's graduation target was the Two or More Races demographic. No students met their graduation target by race for PSD13 in 2014. In 2014, the only race demographic that did not meet PSD14's graduation rate target was Two or

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More Races. In 2014, PSD9 met its graduation rate target in every race demographic. No students met their graduation target by race for PSD13 in 2014. This data indicates PSD9 outperformed both PSD12 and PSD14 in the graduation rate AMO target by race.

Table 24

SPI: PSD13 Five Year Cohort Graduation Rates by Race Demographic Breakdown

	'11 Baseline	'12 Target	'12 Met	'13 Target	'13 Met	'14 Target	'14 Met	'15 Target	'15 Met	'16 Target	'17 Target
All Students	79.24	80.12	No	80.99	No	81.87	No	82.75	No	83.62	84.50
White	83.46	84.11	No	84.75	No	85.39	No	86.03	--	86.67	87.31
Black/Af. Am.	80.01	80.84	No	81.68	No	82.51	No	83.34	--	84.18	85.01
Hispanic/Latino	70.32	71.69	No	73.06	No	74.43	No	75.89	--	77.18	78.55
Asian	89.1	89.43	No	89.76	No	90.09	No	90.41	--	91.07	91.40
2+ Races	Na	Na	Na	Na	Na	Na	Na	Na	--	Na	Na

Source: <https://msp2018.msde.maryland.gov/Graphs/#/ReportCards/ReportCardSchool/1/E/1/15/XXXX>

Note: Graduation rates for 2015 was only reported by the All Student Demographic. Status is based on the 5-year graduation cohort and respective AMOs if the 4-year cohort does not meet its AMO target (MSDE, 2015).

Table 25

SPI: PSD14 Five Year Cohort Graduation Rates by Race Demographic Breakdown

	'11 Baseline	'12 Target	'12 Met	'13 Target	'13 Met	'14 Target	'14 Met	'15 Target	'15 Met	'16 Target	'17 Target
All Students	82.80	83.48	Yes	84.16	Yes	84.84	Yes	85.51	Yes	86.19	86.87
White	85.02	85.57	Yes	86.13	Yes	86.68	Yes	87.24	Na	87.79	88.35
Black/Af. Am.	76.36	77.39	Yes	78.43	Yes	79.47	Yes	80.50	Na	81.54	82.57
Hispanic/Latino	70.81	72.15	Yes	73.49	Yes	74.84	Yes	76.18	Na	77.53	78.87
Asian	92.82	92.94	Yes	93.06	Yes	93.19	Yes	93.13	Na	93.43	93.55
2+ Races	94.73	94.75	No	94.76	No	94.78	No	94.79	Na	94.81	94.82

Source: <https://msp2018.msde.maryland.gov/Graphs/#/Graduation/GradRate/1/6/3/3/3/3/3/3/3/3/02/XXXX>

Note: Graduation Rates for 2015 was only reported by the All Student Demographic. Status is based on the 5-year graduation cohort and respective AMOs if the 4-year cohort does not meet its AMO target (MSDE, 2015).

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Table 26

SPI: PSD9 Five Year Cohort Graduation Rates by Race Demographic Breakdown

	'11 Baseline	'12 Target	'12 Met	'13 Target	'13 Met	'14 Target	'14 Met	'15 Target	'15 Met	'16 Target	'17 Target
All Students	86.15	86.65	Yes	87.14	Yes	87.63	Yes	88.12	Yes	88.61	89.10
White	88.27	88.65	Yes	89.02	Yes	89.39	Yes	89.77	Na	90.14	90.53
Black/Af. Am.	78.08	79.02	Yes	79.96	Yes	80.90	Yes	81.84	Na	82.78	83.72
Hispanic/Latino	79.53	80.39	No	81.25	Yes	82.11	Yes	82.97	Na	83.83	84.69
Asian	93.04	93.15	Yes	93.25	Yes	93.36	Yes	93.47	Na	93.58	93.69
2+ Races	92.31	92.46	No	92.61	No	92.76	Yes	92.91	Na	93.06	93.21

Source: <https://msp2018.msde.maryland.gov/Graphs/#/Graduation/GradRate/1/6/3/3/3/3/3/3/3/3/3/3/15/XXXX>

Note: Graduation rates for 2015 was only reported by the All Student Demographic. Status is based on the 5-year graduation cohort and respective AMOs if the 4-year cohort does not meet its AMO target (MSDE, 2015).

Five-year graduation cohort rates by students receiving special services. Table 27

shows PSD13's 5-year cohort graduation rate by students receiving special services. Table 28 displays PSD14's 5-year cohort graduation rate by students receiving special services. Table 29 shows PSD9's 5-year cohort graduation rate by students receiving special services. PSD9 outperformed PSD13 and PSD14 in meeting its graduation rate target for both FARMS and IEP in 2012. PSD13 did not meet for any students receiving special services sub group in 2012. Both PSD9 and PSD14 outperformed PSD13 by meeting its graduation rate target for FARMS and IEP in 2013. PSD13 did not meet for any students receiving special services sub group in 2013. Both PSD9 and PSD14 continue to meet their graduation targets FARMS students in 2014, but not IEP. PSD13 did not meet for any students receiving special services sub group in 2014.

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Table 27

SPI: PSD13 Five Year Cohort Graduation Rates by Students Receiving Special Services

	'11 Baseline	'12 Target	'12 Met	'13 Target	'13 Met	'14 Target	'14 Met	'15 Target	'15 Met	'16 Target	'17 Target
FARMS	78.05	78.99	No	79.94	No	80.88	No	81.82	--	82.76	83.7
LEP	70.92	72.26	No	73.60	No	74.94	No	76.27	--	77.61	78.95
IEP	64.95	66.62	No	68.29	No	69.96	No	69.96	--	73.29	74.96

Source: <https://msp2018.msde.maryland.gov/Graphs/#!/Graduation/GradRate/1/6/3/3/3/3/3/3/3/3/3/16/XXXX>

Note: Graduation rates for 2015 was only reported by the All Student Demographic. Status is based on the 5-year graduation cohort and respective AMOs if the 4-year cohort does not meet its AMO target (MSDE, 2015).

Table 28

SPI: PSD14 Five Year Cohort Graduation Rates by Students Receiving Special Services

	'11 Baseline	'12 Target	'12 Met	'13 Target	'13 Met	'14 Target	'14 Met	'15 Target	'15 Met	'16 Target	'17 Target
FARMS	69.46	70.88	No	72.30	Yes	73.72	Yes	75.14	Na	76.56	77.97
LEP	61.90	63.74	No	65.58	No	67.42	No	69.26	Na	71.10	72.94
IEP	55.07	57.29	No	59.51	Yes	61.72	No	63.94	Na	66.16	68.38

Source: <https://msp2018.msde.maryland.gov/Graphs/#!/Graduation/GradRate/1/6/3/3/3/3/3/3/3/3/3/02/XXXX>

Note: Graduation rates for 2015 was only reported by the All Student Demographic. Status is based on the 5-year graduation cohort and respective AMOs if the 4-year cohort does not meet its AMO target (MSDE, 2015).

Table 29

SPI: PSD9 Five Year Cohort Graduation Rates by Students Receiving Special Services

	'11 Baseline	'12 Target	'12 Met	'13 Target	'13 Met	'14 Target	'14 Met	'15 Target	'15 Met	'16 Target	'17 Target
FARMS	73.43	74.63	Yes	75.83	Yes	77.02	Yes	78.22	Na	79.42	90.62
LEP	62.80	64.59	No	66.38	Yes	68.17	No	69.96	Na	71.75	73.53
IEP	59.45	61.43	Yes	63.40	Yes	65.38	No	67.35	Na	69.33	71.30

Source: <https://msp2018.msde.maryland.gov/Graphs/#!/Graduation/GradRate/1/6/3/3/3/3/3/3/3/3/3/15/XXXX>

Note: Graduation rates for 2015 was only reported by the All Student Demographic. Status is based on the 5-year graduation cohort and respective AMOs if the 4-year cohort does not meet its AMO target (MSDE, 2015).

Student Achievement Data Analysis Findings

Overall PSD9 was had the highest performance in meeting their AMO targets for both race and students receiving special services subgroups for student proficiency in English, Math,

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and graduation rates, and only slightly out performed PSD14. While data analysis indicates PSD13 is the lowest performing, all three districts struggle to consistently meet their AMO targets across all race and students receiving special services subgroups.

Constraints and implications. Due to county Institutional Review Board restrictions limiting access to student and school data, the data used in this needs assessment was gathered from the public domain. Additional data should be collected better understand how the socioeconomic composition of students' home, communities, and schools influence students' cognitive, social, and emotional development and subsequent academic outcomes. This data can be used to craft meaningful interventions that bring educators one step closer to closing the achievement gap.

Discussion

Data from the needs assessment answered RQ1 by indicating students in PSD13 experience high levels of socioeconomic stress when compared students in PSD14, PSD9, and in some instances, Maryland. PSD13, on average, also had lower income and education levels, as well as higher poverty rates. PSD13 had higher instances of single parent households, lower instances of married families with their own children, and higher crime rates for violent crime, property crime, and over all crimes committed when compared to PSD9 and PSD14. These variables are indicative of socioeconomic stress and how the socioeconomic composition of students' homes, communities, and schools create environments that play a pivotal role in students' cognitive, social, and emotional growth and development.

Data from the needs assessment also answered RQ2 by establishing a relationship between socioeconomic stress and student achievement in PSD13. The socioeconomic composition of students' homes, communities, and schools in PSD9, PSD13, and PSD14

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translate to qualitative differences in students' experiences. These differences, particularly exposure to socioeconomic stress, have the potential to influence student achievement outcomes. Relationships have also been established between socioeconomic stress and student achievement. PSD13 lagged behind both PSD9 and PSD14 in meeting its student proficiency and school progress targets. PSD13's student achievement trends are consistent with racial and socioeconomic disparities in student achievement for all students attending high minority and high poverty density schools. This data also validates findings from the literature review indicating the socioeconomic composition of students' home, communities, and schools has the potential to influence students' cognitive, social, and emotional development, as well as their subsequent student achievement outcomes. This context has implications for race and income-based student achievement gaps.

PSD13's social context produces qualitatively different experiences and expectations for students to prepare for school compared to more advantaged districts. Students in PSD9 and PSD14 are exposed to higher levels of income as well as more individuals over the age of 25 who have graduated high school or have a bachelor's degree or higher (U.S. Census Bureau, 2011). PSD9 and PSD14 both also experience unemployment and poverty rates below the state average (U.S. Census Bureau, 2011). The social context afforded by living in PSD9 and PSD14 not only yields access to greater resources, it also translates into high academic expectations for students (Battle & Lewis, 2002). As access to resources to prepare students for success in school diminishes with socioeconomic status, the potential of exposure to socioeconomic stress increases. The resulting context has implications for students' cognitive, social, and emotional development. Because of this, students exposed to high levels of socioeconomic stress may

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benefit from social emotional learning to remediate the impact of poverty and improve student achievement outcomes.

While relationships have been established between student achievement and rate of exposure to socioeconomic stress, data from the needs assessment indicates PSD9, PSD13, and PSD14 all struggle to meet their AMO targets and close student achievement gaps across all race and students receiving special services demographic subgroups. Research indicates social emotional learning is a viable option to not only to improve student achievement outcomes for chronically underperforming students, but all student populations. Because PSD13's student demographic and achievement profile are consistent with achievement gap disparities in high minority high poverty schools, it could benefit from implementing a social emotional learning program to remediate the impact of poverty on students' cognitive, social, and emotional development and improve student achievement outcomes. A conceptual framework is provided in Figure 18 to illuminate the impact of poverty on student achievement outcomes, and how social emotional learning can be used as an intervention to teach students school valued dispositions and behaviors in the short term, and increase student achievement outcomes in the long-term.

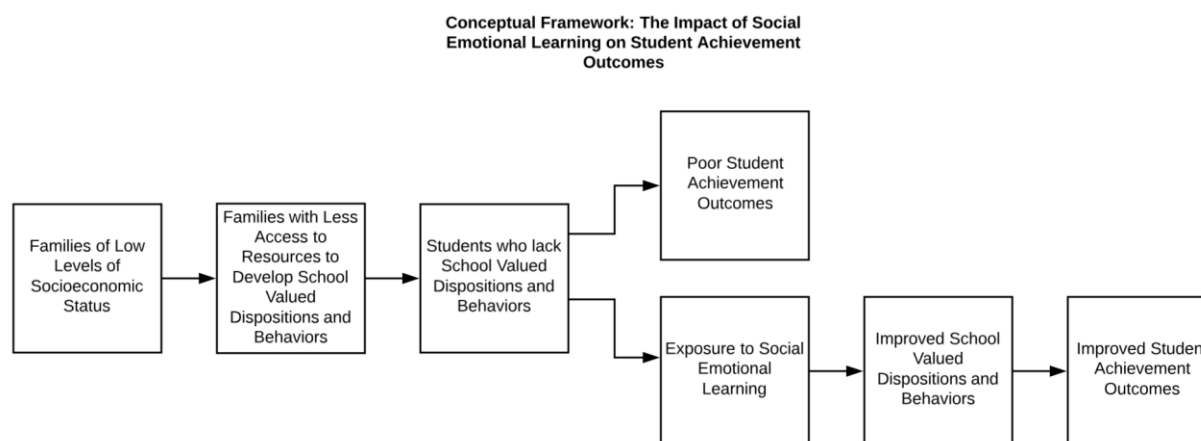


Figure 18. Conceptual Framework: The Impact of Social Emotional Learning on Student Achievement Outcomes.

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What follows is a literature review of social emotional learning and social emotional learning programs. This study will then move to consider the ways the study school in this case, an alternative high school serving a 100% of the LEP population in PSD13, is implementing its social emotional learning programs to remediate the impact of poverty on students cognitive, social, and emotional development, and potentially increase student achievement outcomes.

CHAPTER 3

SOCIAL EMOTIONAL LEARNING AS AN EVIDENCE BASED INTERVENTION

The data presented in the needs assessment indicates students in PSD13 are likely to experience high levels of socioeconomic stress, and exposure socioeconomic stress is correlated with student proficiency and school progress. PSD13's social context likely contributes to PSD13 students' chronic underperformance toward meeting Maryland's AMO and SPI targets. This literature review considers social emotional learning as an evidence-based intervention to improve student achievement and school progress outcomes for at risk student populations in PSD13.

Literature Review

Social Emotional Learning as Evidence Based Intervention

Effective social emotional learning program components. Researchers have touted social emotional learning as a cure-all for improving student proficiency and school progress, particularly for at risk students' populations like LEP students and students in PSD13 at large. To replicate these results, research recommends schools take an evidence-based approach to schoolwide social emotional learning program implementation to have a meaningful impact (Ashdown & Bernard, 2011; Jones & Bouffard, 2012). Research has also found effective social emotional learning interventions that explicitly teach social emotional skills by embedding them in curriculum and instruction and providing multiple opportunities to practice social emotional development at home and in the community are the most effective practices (Durlak et al., 2011; Jones & Bouffard, 2012).

Effective social emotional learning program implementation also integrates social emotional competencies in the school's' mission, vision, and regulatory functions (Durlak et al.,

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2011; Elias, 2004). The social emotional competencies should be clearly defined and easy for both staff and students to understand and practice (Durlak et al., 2011). Durlak et al. (2011) found positive links between the schoolwide approach for social emotional learning program implementation and improved quality and fidelity. Despite these links, however, much research remains to be conducted to establish how effective social emotional learning programs are created, implemented, and evaluated. This information is needed to help educators understand how to provide meaningful social emotional learning opportunities for students to reach their potential (Jones & Bouffard, 2012; Nagaoka et al., 2015). Because of this, researchers have advised schools to implement social emotional learning programs with caution as evidence-based resources, practices, and accountability measures are developed (Greenberg, et al., 2003; Nagaoka et al., 2015). One organization working to develop and validate social emotional learning resources, practices, and accountability measures is CASEL.

CASEL as an Effective Evidence Based Intervention

CASEL is the nation's leading nonprofit organization in advancing social emotional learning research, policy, and practice (Collaborative for Academic, Social, and Emotional Learning, 2016). Its mission is to advance the practice of integrated academic, social, and emotional learning by providing evidence-based policies, practices, and frameworks that promote effective program implementation to improve student achievement outcomes, improve students' attitudes and behaviors, and reduced emotional stress and problem behaviors (Collaborative for Academic, Social, and Emotional Learning, 2016; Durlak et al., 2011). One way they are accomplishing this through a partnership with eight school districts called the Collaborative District Initiative (CDI). The CDI Districts include (a) Anchorage Public Schools; (b) Austin Public Schools; (c) Chicago Public Schools; (d) Cleveland Public Schools; (e)

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Metropolitan Nashville Public Schools; (f) Oakland Public Schools; (g) Sacramento Public Schools; and (h) Washoe County Public Schools.

Under the CDI, CASEL provides implementation support by implementing their Framework for Systemic Social and Emotional Learning displayed in Figure 19. CASEL's goal is to advance research on efficacious social emotional learning program development and implementation by supporting districts in their development of a plan to implement and evaluate social emotional learning (Collaborative for Academic, Social, and Emotional Learning, 2016; Osher et al., 2014). The findings from CASEL's CDI are used to inform the current state of social emotional learning program policy and practices, and their progress renders them a leader in the field.



Figure 19. CASEL's Implementation Framework.

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Since partnering with CASEL, these districts have reported a variety of improvements in student achievement including increases in grade point averages, attendance rates, reading and math scores, and graduation rates (Osher et al., 2014). These districts have also reported decreases in student misconduct, suspension rates, and chronic absenteeism (Osher et al., 2014). In particular, the Metropolitan Nashville Public Schools has seen a reduction in its Reading Language Arts achievement gap for LEP students (Osher et al., 2014).

Through their CDI partnerships, CASEL (2016) identified a variety of social emotional learning program components and implementation areas that promote improved student outcomes. This framework constitutes evidence-based practices for social emotional learning program implementation. The following literature review validates their frameworks and approach.

CASEL's Framework for Systemic Social Emotional Learning

CASEL's (2016) Framework for Systemic Social and Emotional Learning outlines CASEL's evidence best approach to implementing a variety of research-based social emotional learning practices across variety of settings. At the core of the framework are CASEL's (2016) five core social emotional competencies that effective social emotional learning programs target to facilitate prosocial skill development and improve student outcomes (Payton et al., 2000; Zinsler, Weissberg, & Dusenbury, 2013). Surrounding the core competencies are key implementation areas associated with effective social emotional learning program implementation and improved program quality. The following literature review was conducted to better understand the policies and practices associated with improved student proficiency and school progress outcomes through effective social emotional learning program implementation consistent with CASEL's framework.

Core social emotional learning competencies. At the core of CASEL's Framework for Systemic Social and Emotional Learning are CASEL's social emotional learning competencies linked to social skills and behaviors positively correlated with improved student proficiency and school progress outcomes and heavily steeped in peer-reviewed research (Payton et al., 2000; Zins, Weissberg, & Dusenbury, 2013). These competencies, based on intrapersonal and interpersonal domains identified by the National Research Council's Committee on Defining Deeper Learning and 21st Century Skills (2012), act as the cornerstone of effective social emotional learning program implementation by targeting students' prosocial skill development in five key areas (Pellegrino & Hilton, 2012). Figure 20 provides an overview of these prosocial skills, or CASEL's five core social emotional learning competencies.



Figure 20. CASEL's Social Emotional Competencies

Self-awareness. CASEL (2016) defines self-awareness as students' ability to recognize their emotions, thoughts, and how emotions and thoughts influence behavior. CASEL (2016)

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further defines self-awareness as students' ability to realize their strengths and weaknesses, and approach tasks with confidence. Research indicates students who are self-aware experience high degrees of self-confidence, self-efficacy, and growth mindset (Cleary & Zimmerman, 2004; Ng, 2018; Payton et al., 2000; Zinsler et al., 2013).

Self-management. CASEL (2016) defines self-management as students' ability to regulate their emotions, behaviors, and thoughts in a variety of situations. According to CASEL (2016), self-management includes self-motivation, impulse control, and setting and achieving goals. Research indicates students who practice self-management can set and achieve goals because they are motivated, disciplined, and organized (Brigman & Campbell, 2003; Payton et al., 2000; Zins, Bloodworth, Weissberg, & Walberg, 2007; Zinsler et al., 2013).

Social awareness. CASEL (2016) defines social awareness as students' ability to empathize with others from similar or different backgrounds. They understand and maintain appropriate social norms in a variety of contexts. Research indicates students who are socially aware can respect others because they are able to consider a variety of perspectives and appreciate diversity (Payton et al., 2000; Zinsler et al., 2013).

Relationship skills. CASEL (2016) defines relationship skills as students' ability to establish and maintain healthy relationships with diverse people. According to CASEL (2016), relationship skills include students' ability to communicate in a clear and effective manner and collaborate with others. Research indicates students who practice effective relationship skills can resolve conflicts, avoid peer pressure, and ask for help when they need it (Konold, Jamison, Stanton-Chapman, & Rimm-Kaurman, 2010; Payton et al., 2000; Zins et al., 2007; Zinsler et al., 2013).

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Responsible decision making. CASEL (2016) defines responsible decision making as students' ability to make appropriate decisions in various contexts. According to CASEL (2016), responsible decision-making includes students' ability to regulate their behaviors according to contextually relevant norms and consider any consequences to actions that inform their ability to make the best choice. Studies indicate students who can make responsible decisions can identify and evaluate problems and solutions to determine their best course of action (Payton et al., 2000; Zins et al., 2007; Zinsser et al., 2013).

Key implementation areas. Consistent with peer-reviewed research, CASEL has identified the following implementation approaches and areas to administer social emotional learning programs in their Framework for Systemic Social and Emotional Learning.

Classrooms: Social emotional learning curriculum and instruction. The first implementation area surrounding CASEL's core social emotional learning competencies is curriculum and instruction. Effective social emotional learning program implementation has been linked to both direct and indirect social emotional learning curriculum and instruction. Direct social emotional learning curriculum and instruction refers to explicit social emotional instruction on the five-core social emotional learning competencies. Indirect social emotional learning curriculum and instruction refers to integrating the social emotional learning competencies into academic content areas through curriculum, instruction, and teacher practice (CASEL, 2016; Daunic et al., 2013; Durlak et al., 2011; Greenberg et al., 2003).

Social emotional learning competencies and instructional resources. In order to deliver effective direct and indirect social emotional learning instruction, resources should be developed to teach students what social emotional competencies are and how to practice them. Establishing freestanding social emotional learning standards and rubrics is critical for curriculum writing,

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lesson planning, instructional delivery, and evaluation (Durlak et al., 2011; Zinsser et al., 2013).

CASEL's five core social emotional learning competencies are an efficacious resource that can be used to produce these standards and rubrics to instruct and evaluate students' social emotional learning manifested through their academic engagement, behaviors, and performance (CASEL, 2016; Durlak et al., 2011; Zinsser et al., 2013).

Explicit social emotional learning instruction. According to CASEL (2016), explicit social emotional learning instruction occurs when students are directly taught CASEL's social emotional learning competencies through competency development and communicating how CASEL's social emotional learning competencies will be used as part of learning and school culture (Durlak et al., 2011). Explicit social emotional learning instruction often involves the use of a variety of resources including standards, rubrics, and lessons for each social emotional learning competency. These resources help to establish a common social emotional learning language and understanding of what social emotional learning is, why it is important, and how students' social emotional growth will be supported schoolwide (Jones & Bouffard, 2012). Students are given opportunities to practice the social emotional learning competencies to develop proficiency. Positive growth in these competencies prepares students to navigate challenging social situations and decision-making opportunities not only in school, but also at work and other real-world contexts (Bratsis, 2016; Masten & Coatsworth, 1998; Taylor & Dymnicki, 2007). These competencies have been linked to improved student achievement outcomes (CASEL, 2016; Payton et al., 2000; Zinsser et al., 2013).

Explicit social emotional learning instruction has been found to have greater impact when implemented as part of a schoolwide approach (Durlak et al., 2011). Explicit social emotional learning instruction is often conducted during a dedicated time where students participate in

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direct instruction about self-awareness, social awareness, self-management, relationships skills and responsible decision making (Weissberg, Kumpfer, & Seligman, 2003).

While schoolwide and teacher-led explicit social emotional learning instruction is most effective, it can also occur through other avenues, including targeted, small-group, and one-on-one interventions. Small group and one-on-one interventions are implemented to prevent or reduce high-risk behaviors among select students identified as being at-risk (Weissberg et al., 2003). Explicit and targeted social emotional learning is also helpful for schools dealing with traumatized students (Bencivenga & Elias, 2003).

Restorative justice is an example of schoolwide social emotional approach to managing student discipline that uses restorative rather than punitive measures to repair harm to the school community. Establishing a clear vision of what students are expected to learn and gain from social emotional learning through explicit instruction promotes an environment conducive to high quality and fidelity social emotional learning program implementation.

Integration into academic content areas. Teachers who integrate social emotional learning practices in their planning, instruction, and evaluation often report positive academic outcomes as well as improved classroom behavior and overall quality of instruction (Taylor & Dymnicki, 2007). Schools found to implement social emotional learning programs with fidelity regard social emotional learning in the same ways as literacy and problem solving by embedding social emotional learning in curriculum, instruction, and evaluation. (Cohen, 2006; Elias, 2004; Jones & Bouffard, 2012). In some cases, instructional shifts may be required for students to engage with social emotional learning through indirect instruction. To support these shifts, staff development is necessary to ensure teachers are adequately trained and supported in implementing social emotional learning opportunities integrated into their academic content

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instruction (Daunic et al., 2013; Greenberg et al., 2003). Teachers have been found to be the most effective agent in delivering social emotional learning through classroom teaching (Greenberg et al., 2003). Research indicates the extent to which teachers are provided with professional development and other supports are critical to high fidelity implementation; however, teachers receiving professional development and other supports are unlikely to occur (Daunic et al., 2013).

Project Based Learning (PBL) is an effective approach teacher use to expose students to both content and social emotional competencies. Through PBL, students must invoke school valued prosocial skills in social settings to achieve desired academic outcomes (Cohen, 2006; Elias, 2004). Embedding social emotional learning into curriculum and instruction provides students with opportunities to participate in valued modes of learning including teamwork and collaboration, skills consistent with “college and career readiness” (Cohen, 2006 Durlak et al., 2011; Merritt, Wanless, Rimm-Kaufman, Cameron, & Peugh, 2012). Combining social emotional competencies with academic content using PBL and similar instructional strategies improves the quality of students’ learning experiences as well as their acquisition of both content and social emotional competence (Cohen, 2006; Elias, 2004; Jones & Bouffard, 2012). Experiential and real-world instructional approaches that promote critical thinking and social emotional development are found to be ideal conditions for learning to occur (Elias et al., 2003; Nagaoka et al., 2015; Jones & Bouffard, 2012).

Another way students can build social emotional competence is through instructional opportunities that allow them to contribute to the school or larger community (Bencivenga & Elias, 2003). Learning best occurs when it has been made relevant and is tied to real world experience (Bransford et al., 2000). Creating instructional opportunities for students to impact

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the real world, like writing letters to the editor or producing a play, are not only inherently motivational, they also require students to practice social emotional competencies throughout the project (Elias et al., 2003; Nagaoka et al., 2015; Jones & Bouffard, 2012). Creating projects where students can participate in establishing their school's identity, mission, and vision can foster a sense of belonging and ownership for students within the school community (Elias et al., 2003; Nagaoka et al., 2015; Jones & Bouffard, 2012). Both explicit and embedded social emotional learning is an effective way to not only improve the quality of academic and social emotional instruction students receive, it also supports high quality and fidelity social emotional learning program implementation (Daunic et al., 2013; Durlak et al., 2011).

Schools: Schoolwide policies and practices. The second implementation area in CASEL's (2016) Framework for Systemic Social and Emotional Learning is schoolwide policies and practices. Creating a school culture and climate that mirrors the values of its social emotional learning program requires schools to enact these values in the school's mission, vision, and regulatory process (Jones & Bouffard, 2012; Greenberg et al., 2003). Research indicates for any social emotional learning program to flourish in a school community, the school culture and climate must support the social emotional growth of all of its stakeholders, not just the students (Jennings, Frank, Snowberg, Coccia, & Greenberg, 2013; Jones & Bouffard, 2012; Elias, 2004). Enacting social emotional learning through schools' vision and mission should occur through a collaborative process involving all valued stakeholders including school staff, students, parents, and the community (Jones & Bouffard, 2012; Nagaoka et al., 2015). Engaging stakeholders in this way reflects a shared mission and vision promoting a greater commitment to social emotional learning implementation (Bencivenga & Elias, 2003). This establishes a real-world process through which students and staff feel cared for and empowered to navigate

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situations using the social emotional competencies valued by the school community (Jones & Bouffard, 2012).

Social emotional learning should be reflected in schools' regulatory processes and behavioral management procedures (Elias et al., 2003). Enforcing social emotional learning through behavior management creates opportunities for students to practice social emotional development outside of the classroom, like the hallways and lunchroom (Jones & Bouffard, 2012). Students play a critical role in schoolwide social emotional learning program implementation because they are the most likely to have opportunities to reinforce social emotional norms and expectations among peers in non-classroom settings (Jones & Bouffard, 2012). Using strategies that take a social emotional learning approach to behavior management creates real world opportunities for students to engage in self-management and responsible decision making (CASEL, 2016; Jones & Bouffard, 2012).

Students should be exposed to multiple opportunities inside and outside of the classroom to practice social emotional skills to facilitate the transfer of social emotional learning to non-school contexts (Ashdown & Bernard, 2011; Bransford et al., 2010; Jones & Bouffard, 2012). Establishing spaces to facilitate real world social emotional learning opportunities like a "SEL Solution Room" also promotes positive avenues for students to practice social emotional development and conflict resolution (Jones & Bouffard, 2012; Nagaoka et al., 2015). Opportunities for social emotional learning should also be reflected through schools' behavior management plan and in discourse with students regarding behavioral expectations (Weissberg et al., 2003). Restorative justice is a social emotional learning tool schools use to regulate school function and culture using reflection and corrective action to repair harm to the

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community rather than punitive disciplinary practices (Ashdown & Bernard, 2011; Jones & Bouffard, 2012).

Raising students' awareness to what social emotional learning is, and reinforcing it through the school's mission, vision, and function improves the likelihood students will practice social emotional competence when opportunities arise in the future (Taylor & Dymnicki, 2007; Weissberg et al., 2003). Cultivating strong values for social emotional learning in school culture creates the ideal environment for quality social emotional learning implementation and has been linked with high fidelity of implementation.

Homes and communities: Families and community partnerships. The third implementation area identified in CASEL's (2016) Framework for Systemic Social and Emotional Learning is family and community partnerships. Improvement in social emotional learning quality and fidelity has been found in programs that engage parents and the community (Durlak et al., 2011; Greenberg et al., 2003). Engaging external stakeholders not only brings an extra pair of hands for support, it also brings another layer of accountability for social emotional learning program implementation (Jones & Bouffard, 2012). Parents and the community can be engaged in social emotional learning programs in a variety of ways.

Parents. Parents are a critical stakeholder in supporting students at home to achieve desired outcomes. Creating ways for students to learn both academic and social emotional skills at home as well as in school creates more opportunities for students' social emotional development (Jones & Bouffard, 2012). Consistent social emotional learning opportunities across school and home environments are ideal for optimal social emotional learning development and may also benefit the family by creating opportunities for parents to engage with their students' learning (Jones & Bouffard, 2012; Nagaoka et al., 2015). This can be facilitated

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through collaboration with the Parent Teacher Association (PTA) and other groups to determine what opportunities should be created to assist in students' social emotional development in school, at home, and in their communities. Another way to engage parents in the social emotional learning program and school community is to help them feel valued (Jones & Bouffard, 2012). In addition to phone calls home and traditional forms of outreach, creating a parent center and opportunities for parents to participate in the school community helps parents feel invited, welcomed, and valued (Jones & Bouffard, 2012).

Community. Community partnerships create another opportunity to engage important stakeholders in providing social emotional learning opportunities for students. Involving the community in school functions and social emotional learning programs creates another context for students to practice social emotional learning development inside and outside of the classroom. Often, schools are unable to meet all the needs students have, and community partnerships can provide valuable wrap around services to further support students' academic and social emotional development. Wrap around services are often offered by specialized community groups and organizations that seek to provide additional resources and services that target the unique needs of diverse student populations. These needs include, but are not limited to, medical, dental, and social services, childcare, and legal support. Engaging community partners in the vision and mission of social emotional learning program implementation helps the community take ownership over social emotional learning program implementation and school function. This promotes a vested community interest creating more successful social emotional learning opportunities for students to engage with to produce desired student outcomes.

Service learning opportunities are another way of establishing effective social emotional learning programs to facilitate student engagement with the community (Bencivenga & Elias,

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2003). Research suggests students find greater value in learning when it is steeped in a real-world context (Bencivenga & Elias, 2003; Bransford et al., 2000). In fact, students have been found to be more respectful and make more responsible decisions when they have the opportunity to engage in moral action and community service (Bencivenga & Elias, 2003). Inviting the community to participate in school functions or creating projects that engage the community helps students understand the value of social emotional learning as well as the contributions of other community members. Students will feel supported by a larger community network outside of just home and school (Nagaoka et al., 2015). Engaging parents and the community in creating social emotional learning opportunities for students is an opportunity to establish strong partnerships for providing high quality and fidelity social emotional learning program implementation for students to thrive (Jones & Bouffard, 2012; Nagaoka et al., 2015).

Social Emotional Learning Program Implementation and Fidelity

While research has established efficacy for a variety of social emotional learning programs, components, and resources, more research must be conducted to determine the best practices to implement efficacious social emotional learning programs with fidelity. Research indicates schools often face social emotional learning implementation challenges that stifle social emotional learning program quality, evaluability, and overall impact. Despite researchers strongly advising schools to implement efficacious social emotional learning practices, they are unlikely to do so even with the wide-range of information regarding evidence-based social emotional learning programs (Gottfredson & Gottfredson, 2002; Taylor & Dymnicki, 2007). Even when an evidence-based program is identified, research indicates social emotional learning programs are often implemented by inadequately trained staff with poorly coordinated efforts, in competition with other school priorities, and often lack of resources resulting in poor quality and

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fidelity issues (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004; Durlak & DuPre, 2008; Gottfredson & Gottfredson, 2002). Too often social emotional interventions are poorly implemented because they are not made meaningful and relevant to staff and students on a consistent basis, and they lack the necessary buy in from relevant stakeholders like parents and the community (Jones & Bouffard, 2012).

Ensuring quality social emotional learning program implementation is also challenging due to a lack of efficacious evaluation procedures for program implementation. In their meta-analysis of school based universal interventions, Durlak, Weissberg, Dymnicki, Taylor, and Schellinger's (2011) found many schools fail to identify research-based social emotional learning policies and practices, and even where research-based social emotional learning policies and practices have been identified, schools are not likely to implement them with fidelity (Dane & Schneider, 1998; Durlak, 1997; Greenberg et al., 2003). The lack of research-based implementation practices coupled with the lack of clarity regarding how schools are selecting and implementing social emotional learning policies and practice have stifled progress in the field and sparked a debate around social emotional learning program adoption versus adaptation (Elias et al., 2003). Hall and Loucks (1978) argued the standard for fidelity of social emotional learning program implementation is maintained as long as any adjustments do not cross over the "zone of drastic mutation whereby implementation is consistent with the intervention's philosophy and central strategy" (as cited in Elias et al., 2003). Low fidelity of implementation makes it hard for schools to evaluate program effectiveness and make meaningful decisions to continually improve program quality and implementation practices.

The challenges associated with social emotional learning program implementation would be easier navigate with greater implementation guidance. Research indicates schools would

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benefit from implementation guidance when faced with implementation barriers including, but not limited to, competition with other school programs, poorly coordinated efforts, insufficient resources, and an inadequately trained staff (Catalano et al., 2004; Durlak & DuPre, 2008; Gottfredson & Gottfredson, 2002). Because of this, the field has called upon researchers to shift their attention from outcomes-based social emotional learning studies to developing evaluation tools for measuring and improving the quality and fidelity of social emotional learning program implementation (Greenberg et al., 2003; Payton et al., 2000; Taylor & Dymnicki, 2007; Weissberg et al., 2003).

Summary

Chapter One synthesized research literature to gain a deeper understanding of how social factors, specifically the socioeconomic composition of students' homes, communities, and schools influence student proficiency and school progress outcomes in schools serving high minority and/or high poverty density student populations. In Chapter Two, a needs assessment was conducted to measure socioeconomic stress and identify any relationships between socioeconomic stress and student proficiency and school progress outcomes. The needs assessment indicated students in PSD13 experience high rates of socioeconomic stress and exposure to high rates of socioeconomic stress at the home, community, and a school level. A relationship was also established between exposure to socioeconomic stress and school progress and student achievement outcomes. Chapter Three provided a literature review of effective social emotional learning program components with a specific focus on validating CASEL's Framework for Systemic Social and Emotional Learning as an evidenced based intervention to mitigate student exposure to high rates of stress and improve student proficiency and school progress outcomes. Chapter Four is a case study that will evaluate the ways an alternative high

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school serving a 100% of the LEP student population in PSD13 is implementing CASEL's model as an evidence-based intervention to improve student proficiency and school progress outcomes.

CHAPTER 4

SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

As the needs assessment and intervention literature review indicate, social emotional learning has been identified by peer-reviewed research as an evidence-based intervention to mitigate the impact of socioeconomic stress on students' cognitive, social, and emotional development (Jones & Bouffard, 2012; Nagaoka et al., 2015). Social emotional learning has also been linked to improved student proficiency and school progress outcomes for students (Ashdown & Bernard, 2011; Jones & Bouffard, 2012). These findings led the study school in PSD13 to identify CASEL's Framework for Systemic Social and Emotional Learning (see Figure 19) as an evidence-based intervention to mitigate the impact of poverty on students' cognitive, social, and emotional development and improve student proficiency and school progress outcomes. Social emotional learning program implementation began when the study school was founded in the 2015–2016 school year and has continued into the 2018–2019 school year. This study evaluated the study school's implementation of CASEL's social emotional learning program during the first semester of the 2018-2019 school year.

CASEL defines social emotional learning as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (CASEL, 2016, p. 5). The study school implemented this intervention to facilitate schoolwide social emotional learning opportunities for students to develop social emotional competencies positively correlated with student proficiency and school progress outcomes during the 2018–2019 school year.

A Process Evaluation of CASEL's Model in PDS13

PSD13's Intervention Framework

The study school adopted CASEL's framework (see Figure 19). This framework indicates effective social emotional learning program implementation includes student exposure to five social emotional learning competencies: (a) self-awareness, (b) self-management, (c) social awareness, (d) responsible decision making, and (e) relationship skills in three key implementation areas: (a) in the classroom through curriculum and instruction, (b) schoolwide through policies and procedures, and (c) outside of school through family and community partnerships. The five social emotional learning competencies are further defined in Figure 20.

Implementing social emotional learning programs consistent with this framework and CASEL's Logic Model (see Figure 21) often produce a variety of short-term and long-term outcomes (CASEL, 2016). The four approaches, including explicit social emotional skill instruction, teacher instructional practices, integration with academic curriculum areas, and organizational culture, and climate strategies, have been found to produce social emotional skill acquisition, improved attitudes, and enhanced learning environments in the short term, and positive social behavior, fewer conduct problems, less emotional distress, and improved academic performance in the long term (CASEL, 2016).



Figure 21. CASEL's SEL Program Implementation Logic Model.

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Purpose of Study

Districts and schools across the country are increasingly turning to social emotional learning programs to improve student proficiency and school progress outcomes, particularly for at-risk student populations. The field recommends identifying efficacious social emotional learning programs to produce the desired outcomes; however, the mere selection of an evidence-based program is often not enough to produce improved outcomes (Dane & Schneider, 1998; Daunic et al., 2016; Durlak, 1997; Durlak et al., 2011; Greenberg et al., 2003). Research into social emotional learning program implementation indicates schools often fail to identify research-based programs, and even if they do, schools are unlikely to implement programs with fidelity (Dane & Schneider, 1998; Durlak, 1997; Greenberg et al., 2003). Low implementation fidelity makes it difficult for schools to meet their desired outcomes or attribute outcomes to program components. Given these challenges, this study sought to explore and describe how the study school in PSD13 implemented its social emotional learning program during the first semester of the 2018–2019 school year by answering the following research question (RQ1) and sub research questions (RQ1A-RQ1E). The answers to the sub-research questions will be combined to answer the overarching question stated below. A process question was also provided (PQ1) to monitor implementation.

RQ1: To what extent did the alternative high school adhere to CASEL’s implementation process for the first semester of the 2018-2019 school year?

RQ1A: What are the principal’s perceptions of social emotional learning and program implementation during the first semester of the 2018-2019 school year as measured by the principal survey?

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RQ1B: What are teacher's perceptions of social emotional learning and program implementation during the first semester of the 2018-2019 school year as measured by the teacher survey?

RQ1C: To what extent was the social emotional learning program at a functional level of development and implementation during the first semester of the 2018-2019 school year as measured by the schoolwide social emotional learning implementation interview rubric?

RQ1D: What structures and supports exist to implement social emotional learning and program implementation consistent with CASEL's model during the first semester of the 2018-2019 school year?

RQ1E: To what extent did the alternative high school adhere to implementing CASEL's five competencies for social emotional learning during the first semester of the 2018-2019 school year?

PQ1: How has the case study implementation adhered to or differed from the proposed implementation procedures?

Method

Research Design

A mixed methods approach was applied in this study to gather both quantitative and qualitative data to determine the extent to which the study school adhered to CASEL's implementation process during the first semester of the 2018-2019 school year (Creswell & Plano Clark, 2011). An explanatory sequential design was identified to collect and analyze data in two phases, a quantitative phase followed by a qualitative phase (Creswell & Plano Clark, 2011). During the quantitative phase, a survey was administered to answer RQ1A and RQ1B by

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measuring the principal, assistant principal, and twelve teachers' perceptions of social emotional learning and program implementation during the first semester of the 2018–2019 school year.

During the qualitative phase that followed, the principal, assistant principal, four teachers, and one community outreach coordinator participated in an interview to answer RQ1C, what functional level of implementation and development was the study school's social emotional learning program during the first semester of the 2018–2019 school year. During the interview, participants identified and elaborated on rubric scores indicating their perceptions of the program's functional level of development and implementation for each step and phase of the social emotional learning implementation cycle as well as each sustainability factor characteristic of effective social emotional learning program implementation. Interview participants were also asked to provide artifacts at the time of the interview for content analysis measure RQ1D, what structures and supports exist to implement social emotional learning and program implementation, and RQ1E, to what extent did the study school adhere to implementing CASEL's five competencies in the key implementation areas.

After data from the qualitative phase was coded and analyzed, triangulation was used across quantitative and qualitative findings to strengthen their validity by paring similar findings across multiple sub-research questions and data sets. Pattern matching was also used to compare what was implemented at the study school with CASEL's model to answer the overarching research question, RQ1: to what extent did the study school adhere to CASEL's implementation process during the first semester of the 2018–2019 school year? (Creswell & Plano Clark, 2011, Yin, 2017). The integration of multiple data sources in this explanatory sequential study connects the results from the quantitative phase to the qualitative phase by using the qualitative findings to elaborate on and further explain the quantitative findings in more depth.

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Participants

The study school was selected as a case in this study because they implemented CASEL's framework during the first semester of the 2018–2019 school year to mitigate the impact of socioeconomic stress on students' academic, social, and emotional development, and improve student proficiency and school progress outcomes. The principal, assistant principal, 25 teachers, and two community outreach coordinators who administered the social emotional learning program during the first semester of the 2018–2019 school year were invited to participate in the study. The principal, assistant principal, 12 teachers, and one community outreach coordinator agreed to participate in the study. The researcher asked for the principal, assistant principal, both community outreach coordinators, and all 12 teachers to participate in the interview with the goal of getting both community outreach coordinators and six teachers to participate. However, of the survey participants, only the principal, assistant principal, one community outreach coordinator, and four teachers responded to the request to participate in the interview.

Instrumentation

Four instruments were used to collect data across the quantitative phase and qualitative phases of this study. The next section describes the data collection tools for each phase of the study.

Quantitative phase. The following section describes the principal and teacher surveys as the data collection tools used in the quantitative phase of the study.

Principal survey. The Principal Perception Survey (see Appendix A) is a 23-item survey that measures principal perceptions of social emotional learning and social emotional learning program implementation at their school (DePaoli, Atwell, & Bridgeland, 2017). Administered by

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Civic Enterprises with Hart Research Associates to K-12 principals in 2017, principals were asked to share their attitudes and beliefs about SEL being fundamental to student success inside and outside of school (DePaoli et al., 2017). The findings were used to generate a report on behalf of CASEL, *Ready to Lead: A National Principal Survey on How Social and Emotional Learning can Prepare Children and Transform Schools* (2017). The researchers found a margin of error of 3.4 percentage points so they slightly weighted the results to ensure the sample matched principal and school characteristics according to NCES data (DePaoli et al., 2017). The researchers are confident the weighted sample represents a national sample of public-school principals (DePaoli et al., 2017).

The principal survey items are aligned with CASEL's model and are designed to measure principal attitudes and beliefs of social emotional learning and SEL program implementation. The survey items are organized in a manner that corresponds with the following subthemes: principal attitudes about SEL, SEL implementation, the path to increased SEL, and assessing SEL. The principal survey item response categories include a variety of formats including multichotomous, Likert scale, and written response to gauge principal attitudes and beliefs of social emotional learning and program implementation. The table below provides sample survey questions and sample response items by question type. Table 30 indicates which survey items correspond with each subtheme. Table 31 indicates provides an overview of select question types and sample response items from the principal survey.

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Table 30

Subthemes of Principal Perception of SEL Implementation

Principal Perception of SEL Implementation Subthemes	Item Number
Attitudes about SEL	Q1, Q2, Q3, Q4, Q5, Q6, Q7
SEL Implementation	Q8, Q9, Q10, Q11
Pathways to Increased SEL	Q12, Q13, Q14, Q15,
Assessing SEL	Q16, Q17, Q18, Q19, Q20, Q21, Q22, Q23

Table 31

Principal Survey Question and Response Type

Question Type	Question	Sample Response Items
Multichotomous	Q10b Which of the following people, if any, are actively engaged in developing students' social and emotional skills in your school? Check all that apply.	Teachers.....1 Counselors.....2 School psychologists.....3 Principals.....4 Before and after school staff.....5 Coaches or extracurricular activity leaders.....6 Parents.....7 School social workers.....8 Other.....9 None of these.....0
Likert Scale	Q5a To what extent do you think these social and emotional skills are teachable in a school setting?	Definitely teachable.....1 Probably teachable.....2 Probably not teachable.....3 Definitely not teachable.....4
Open Response	Q9 Please describe how social and emotional skills are being taught in your school. Please be as specific as possible in your description, including naming any programs your school is using.	Don't know.....Y

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Table 32

Subthemes of Teacher Perception of SEL Implementation

Teacher Perception of SEL Implementation Subthemes	Item Number
Teachers understand, value, and endorse social emotional learning for all students	Q4, Q5, Q6, Q7, Q8, Q9, Q10,
Teachers believe social and emotional learning help students achieve in school and life	Q11, Q12, Q13
Teachers identify key accelerators for social and emotional learning	Q14, Q15, Q16, Q17, Q18,

Teacher survey and interview. The Teacher Perception Survey and Interview (see Appendix B) is a 19-item survey that measures teachers' perceptions of social emotional learning and program implementation at their school (Bridgeland, Bruce, & Hariharan, 2013). Administered by Civic Enterprises with Hart Research Associates to K-12 teachers in 2012, this survey asked teachers to share their attitudes and beliefs about SEL "...as a means of ensuring all students graduate high school ready for college, career and life" (Bridgeland et al., 2013, p. 12). The findings were used to generate a report on behalf of CASEL, *The Missing Piece: A National Teacher Survey on How Social Emotional Learning Can Empower Children and Transform Schools* (2013) regarding teacher attitudes and beliefs of social emotional learning and program implementation. The researchers found a margin of error of ± 4.0 percentage points so they slightly weighted the results to ensure the sample matched teacher and school characteristics based on NCES data (Bridgeland et al., 2013, p. 12). The researchers are confident the weighted sample represents a national sample of public-school teachers (Bridgeland et al., 2013).

The survey items are organized in a manner that corresponds with the following subthemes: teachers understand, value, and endorse social emotional learning for all students; teachers believe social and emotional learning helps students achieve in school and life; and

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teachers identify key accelerators for social and emotional learning. The teacher survey items response categories include a variety of formats including multichotomous, Likert scale, and written response. Table 32 indicates which survey items correspond with each subtheme. Table 33 indicates provides an overview of select question types and sample response items from the teacher survey.

Table 33

Teacher Survey Question and Response Type

Question Type	Question	Sample Response Items
Multichotomous	Q17a Does your school currently have rating system for evaluating school climate?	Yes.....1 No.....2 Not sure.....3
Likert Scale	Q10 To what extent do you think these social and emotional skills are teachable in a school setting? Do you think they are definitely teachable, probably teachable, probably not teachable, or definitely not teachable?	Definitely teachable.....1 Probably teachable.....2 Probably not teachable.....3 Definitely not teachable.....4 Not sure.....5
Open Response	Q5 What are the most important goals you are trying to achieve with your students? Don't know.....Y

Qualitative phase. During the qualitative phase, the researcher used interviews as a data collection tool to collect rubric scores and perceptions of the program's functional level of development and implementation from the principal, assistant principal, community outreach coordinator, and four teachers who participated in the survey. The teachers were identified by asking survey participants if they were willing to participate in the survey and provide a lesson plan as an artifact for content analysis (Sewall, 2007; Yin, 2017).

Interviews. The data collection tool administered during the qualitative phase was an interview designed for participants to answer RQ1C, "to what extent was the social emotional learning program at a functional level of development and implementation during the first

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semester of the 2018–2019 school year as measured by the schoolwide social emotional learning implementation interview?”, by allowing participants to select a rubric score and elaborate on their perceptions of the functional level of development and implementation of the study school’s social emotional learning program during the first semester of the 2018–2019 school year. Participants selected a rubric score from CASEL’s Practice Rubric for Schoolwide SEL Implementation. The rubric is based on CASEL’s SEL Implementation and Sustainability Process (see Figure 22). The interview questions and implementation rubric are displayed in Appendix C.

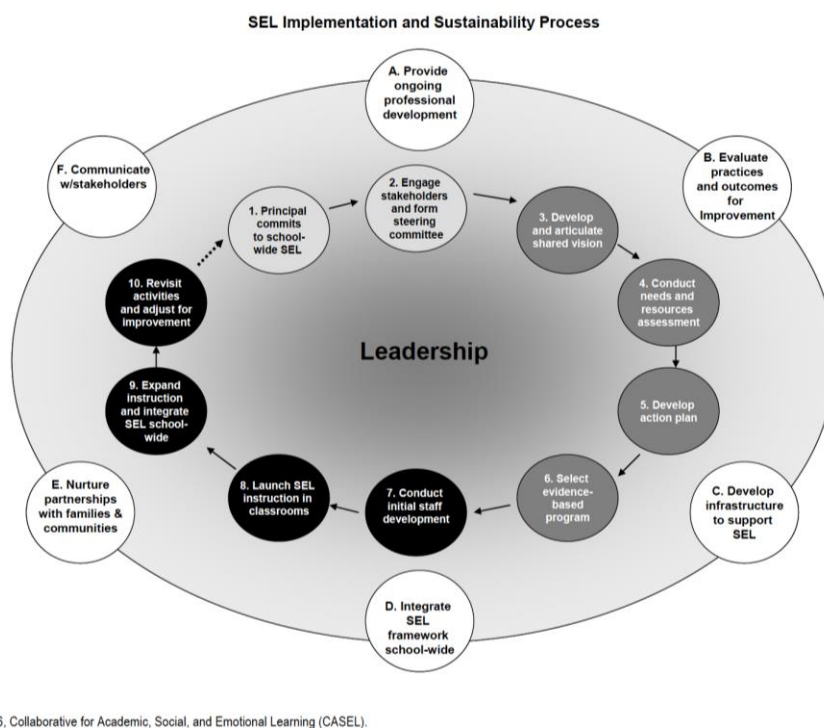


Figure 22. CASEL’s SEL Implementation and Sustainability Process.

CASEL’s Practice Rubric for Schoolwide SEL Implementation is based on literature advancing social emotional learning, prevention, and broader school change and reform (CASEL, 2006). The rubric mirrors CASEL’s Framework for Systemic Social and Emotional Learning, and asks participants to rate the program’s functional level of implementation and

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development across three phases and six sustainability factors according to the following four-point Likert scale: 4 (*fully functional level of development and implementation*), 3 (*mostly functional level of development and implementation*), 2 (*limited development or partial implementation*), and 1 (*little to no development or implementation*).

The three phases of the social emotional learning implementation cycle include the readiness phase, the planning phase, and the implementation phase. These phases have been deemed an integral part of implementing effective social emotional learning programs. The sustainability factors for effective social and emotional learning implementation are critical to the long-term implementation and sustainability of effective social emotional learning programs (CASEL, 2016). Table 34 defines the rubric components for each phase and sustainability factors for effective social emotional learning implementation and sustainability.

Artifacts. Interview participants were also asked to provide artifacts of social emotional learning for content analysis at the time of their interview (Taylor-Powell & Renner, 2003). The following sections discuss the artifacts prepared for the content analysis and coding process to answer RQ1D and RQ1E (Taylor-Powell & Renner, 2003; Sewall, 2007; Yin, 2017).

Artifacts for RQ1D. The list of artifacts requested and provided to answer RQ1D, “what structures and supports exist to implement social emotional learning consistent with CASEL’s model for the first semester of the 2018-2019 school year?”, can be viewed in Table 35. The list of artifacts organizes a variety of supports and structures for social emotional learning in each of the three implementation areas identified in CASEL’s framework. These artifacts were used to determine what is in place to implement social emotional learning based on information gathered from the literature review and interview process. These artifacts were requested at the time of the principal and community outreach coordinator interviews.

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Table 34

CASEL's Practice Rubric for Schoolwide SEL Implementation

Component	Definition
Readiness Phase	
Step 1: Principal commits to schoolwide SEL Initiative	The principal has reflected on, understands, and accepts the value of SEL as a framework for school improvement and has committed to the effort—including systematic, sequenced classroom instruction—required to implement and sustain school-wide SEL successfully. Principal commitment insures support for SEL at the highest levels.
Step 2: Principle Engages Key Stakeholders and Creates SEL Steering Committee	The principal has shared information about SEL with key school and community stakeholder groups (e.g., teachers, families, student support personnel, support staff, community members) and has created an SEL steering committee, consisting of representatives of some or all those groups, that is authorized to make decisions. The steering committee ensures shared leadership of SEL initiative.
Planning Phase	
Step 3: Develop and Articulate Shared Vision	The steering committee, including the principal, has created a vision of student social, emotional, and academic development, and has shared that vision school-wide. The vision brings energy and a positive focus to the work.
Step 4: Conduct a School-Wide Needs and Resource Assessment	The steering committee, including the principal, has conducted a needs and resources assessment of current SEL programs and practices; the policy context both locally and state-wide; student and staff needs; school climate; readiness to implement SEL as a school-wide priority; and possible barriers to implementation. The needs assessment creates an understanding of strengths and weaknesses and can help mobilize energy and support for SEL.
Step 5: Develop and Action Plan for SEL Implementation	The steering committee, including the principal, has developed an action plan based on the results of the needs and resources assessment that includes goals, benchmarks, and a timeline for SEL implementation as well as a plan for addressing the six sustainability factors. The action plan helps ensure a more systematic and sustainable effort.
Step 6: Review and Select Evidence Based Programs/Strategies	The steering committee, including the principal, and key stakeholders have reviewed and selected evidence-based SEL program(s)/strategies that meet identified SEL goals. Sequenced, evidence-based classroom instruction is at the center of effective social and emotional learning.
Implementation Phase	
Step 7: Conduct Initial Professional Development Activities	Trainers from the evidence-based program have provided initial professional development. Initial training in the evidence-based program ensures that initial implementation staff (e.g., administrators and teachers) are grounded in its theory, principles, and strategies.
Step 8: Launch SEL Instruction in Classrooms	Teachers have begun implementing the selected evidence-based SEL program in classrooms and have begun to reflect on the instructional and implementation process. The initial program launch provides an opportunity for staff to become familiar with the program and reflection prepares staff for schoolwide expansion.
Step 9: Expand Classroom-Based SEL Programming and Integrate Schoolwide	All teachers, after reflecting on initial implementation and making necessary adaptations, have begun implementing the SEL program in their classrooms, and SEL practices are being integrated into other school activities. Integration and expansion create a consistent environment of support for students' social and emotional development.
Step 10: Revisit Implementation Activities and Adjust for Continuous Improvement	The steering committee, including the principal, revisits all SEL planning and implementation activities at regular intervals to determine if changes or adaptations are needed to improve programming. Regular review of activities and programming is a good way to check on progress and ensure timely revision of any problems.

(continued)

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Table 34

CASEL's Practice Rubric for Schoolwide SEL Implementation

Component	Definition
Sustainability Factors	
A. Provide Ongoing Professional Development Opportunities	The principal commits resources for ongoing professional development and provides opportunities for reflection and feedback for all school staff (e.g., teachers, support staff, playground monitors, custodians, etc.). Ongoing professional development and reflection keep SEL instruction and activities fresh and allow for continuous improvement.
B. Evaluate Practices and Outcomes for Continuous Improvement	The steering committee, including the principal, continually monitors the school's SEL practices and outcomes, making appropriate adaptations and improvements. Regular and ongoing evaluation of practices and outcomes helps ensure school is reaching its goals and implementing programming as intended.
C. Develop an Infrastructure to Support SEL Programming	The school leader creates an infrastructure, including policies, funding, time, and personnel to support SEL programming. Establishing an infrastructure for SEL ensures that it remains a visible priority in the school and is therefore more likely to be sustained.
D. Integrate SEL Framework and Practices School-Wide	The steering committee, including the principal, are working with staff to review all school activities (core academic classes, student support services, co-curriculars) to maximize the integration of SEL in the school. Integration of SEL into all school activities provides numerous opportunities for students to practice and reinforce the SEL skills they are learning in the classroom.
E. Nurture Partnerships with Families and the Community	The school leader and steering committee establish family/school/community partnerships that effectively support and integrate students' social, emotional, and academic development. Family and community partnerships can provide financial resources and external expectations to sustain SEL programming, and provide additional support for students to reinforce SEL skills they are learning in school.
F. Communicate with the Entire School Community about SEL Programming	The steering committee, including the principal, regularly shares information about the school's SEL programming and celebrate success with staff, families, students, and community members. Ongoing communication through a variety of means helps in gaining support and maintaining enthusiasm.

Artifacts for RQ1E. The list of artifacts gathered to answer RQ1E, “to what degree did the study school adhere to implementing CASEL’s five competencies for social emotional learning?”, can be viewed in Table 36. Table 36 is organized as a matrix displaying social emotional learning artifacts for each competency in each implementation area. This data was used to determine if the study school adhered to implementing all the social emotional learning competencies in all the implementation areas displayed in CASEL’s framework. These artifacts were requested at the time of the teacher and principal interviews.

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Table 35

Requested Artifacts of Social Emotional Learning Structures and Supports

Implementation	Artifact	Provided
Classroom Instruction	Lesson Plan Template	Y
	SEL Standards	Y
	SEL Professional Development Schedule	Y
	Human Resources to Support SEL Implementation	Y
	Resources for Direct Instruction	
Schoolwide Policies and Procedures	Student Handbook	Y
	Staff Handbook	Y
	School Rules	Y
	Disciplinary Protocols	Y
	Human resources to support SEL schoolwide	Y
	School Day Schedule	Y
	PBIS Program Information	Y
	Schoolwide Goals	N
Family and Community Engagement	Opportunities Family Engagement with social emotional learning	Y
	Clubs and Wrap Around Services related to social emotional learning	Y
	Human resources to support social emotional learning in Family and Community Engagement	Y
	News Letters from Student Support Office	Y

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Table 36

Requested Artifacts for Adherence to Social Emotional Learning Competency Implementation Matrix

	Curriculum and Instruction	Schoolwide Policies and Procedures	Family and Community Partnerships
Self-Awareness	-SEL Standards -Lesson Plan Exemplars	-School mission -Vision -Rules -Disciplinary protocols -Schoolwide goals	-Opportunities for social emotional learning with family and community with this competency -Clubs and activities and wrap around services focused on this competency
Self-Management	-SEL Standards -Lesson Plan Exemplars	-School mission -Vision -Rules -Disciplinary protocols -Schoolwide goals	-Opportunities for social emotional learning with family and community with this competency -Clubs and activities and wrap around services focused on this competency
Social Awareness	-SEL Standards -Lesson Plan Exemplars	-School mission -Vision -Rules -Disciplinary protocols -Schoolwide goals	-Opportunities for social emotional learning with family and community with this competency -Clubs and activities and wrap around services focused on this competency
Relationship Skills	-SEL Standards -Lesson Plan Exemplars	-School mission -Vision -Rules -Disciplinary protocols -Schoolwide goals	-Opportunities for social emotional learning with family and community with this competency -Clubs and activities and wrap around services focused on this competency
Responsible Decision Making	-SEL Standards -Lesson Plan Exemplars	-School mission -Vision -Rules -Disciplinary protocols -Schoolwide goals	-Opportunities for social emotional learning with family and community with this competency -Clubs and activities and wrap around services focused on this competency

Note: All artifacts were provided shortly after request.

Researcher's journal. As a former employee of the research site, the researcher is familiar with some school staff, policies, and procedures. While this provided some ease and comfort engaging with participants and artifacts in the study, prior knowledge may influence the

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researcher's data collection and analysis process. To account for this and to increase the credibility of the findings, the researcher maintained a researcher's journal throughout data collection and analysis to track progress and adherence to the case study protocols outlined in this chapter (Baxter & Jack, 2008). This tool aided the researcher in monitoring the implementation process for the quantitative and qualitative phase of the study so she could ensure necessary shifts to maintain consistency across surveys, interviews, and content analysis, and to ensure the case study was implemented as intended.

Procedure

Intervention

Earlier in this chapter, CASEL's Framework for Systemic and Social Emotional Learning (see Figure 19) was described and a logic model (see Figure 21) was presented to show how program components should be implemented during the first semester of the 2018-2019 school year to produce the desired outcomes. The process evaluation outlined in this study evaluated the study school's first semester of the 2018-2019 implementation data and process.

Data Collection

Data collection in this mixed method explanatory sequential design occurred in two phases from late January 2019 through early April 2019. Data was collected in several formats including surveys, individually recorded interviews, and requests for artifacts and documents for analysis. Table 37 displays the mixed methods data collection matrix and timeline.

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Table 37

Process Evaluation Activities, Timeline, Duration, Description, and Example

Measure	Quantitative	Qualitative	Data Collection Tool	Timeline
Teacher and Principal Perception and Implementation Survey	X		Electronic Surveys	Late January 2019 -Early February 2019
Functional Level of Development and Implementation Structures and Supports for RQ1D		X	Recorded Interviews	Late February 2019 -Early March 2019
		X	Collected via Interview	Late March 2019-Early April 2019
Adherence to Implementing SEL Competencies for RQ1E		X	Collected via Interview	Late March 2019-Early April 2019

Quantitative phase. The principal survey (see Appendix A) and teacher survey (see Appendix B) were conducted once with each participant from late January 2019 through early February 2019. The surveys were administered using Qualtrics, an electronic survey tool. The surveys took each participant approximately 30–45 minutes to complete. A survey link was sent to participants by the researcher via Qualtrics in the January of 2019. Any data collected was de-identified by assigning each participant a randomized code. All data was kept confidential.

Qualitative phase. The interview protocol was administered late February 2019 through early March 2019. Interviews were recorded using an electronic communication tool called Zoom. The interview took participants approximately 45–60 minutes to complete. The interview involved an oral administration of *CASEL's Practice Rubric for Schoolwide SEL Implementation*. The interview was only be administered one time at the conclusion of the quantitative phase. The researcher uploaded the recordings to Temi, a password protected automatic transcription service, to generate transcripts of the interviews. After the interviews

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were conducted, researcher engaged member checking by providing participants an opportunity to validate the transcript of their interview (Creswell & Plano Clark, 2011; Sewall, 2007; Taylor-Powell & Renner, 2003; Yin, 2017). At the time of the interview, the researcher requested participants provide the social emotional learning artifacts by sharing them or sending them to a password protected email account. The survey responses, transcripts, and artifacts were all organized by participant, and then de-identified by the assigning data a randomized code. All data was kept confidential.

Researcher's journal. Throughout the data collection phase, the researcher took notes describing the quantitative phase, qualitative phase, and transitions to monitor the implementation process and to ensure consistency (Baxter & Jack, 2008). The journal also provided the researcher an opportunity to reflect on the process and participant responses (Baxter & Jack, 2008).

Data Analysis

To answer the overarching research question RQ1, the data for each sub-research question was analyzed to generate a partial picture of the study school's social emotional learning program implementation. Data from the quantitative phase was analyzed before the qualitative phase (Creswell & Plano Clark, 2011). After each sub-research question was answered, pattern matching was used consolidate data across the sub-research questions in both the quantitative and qualitative phase to validate the findings and to create a model of actual implementation (Sewall, 2007; Taylor-Powell & Renner, 2003; Yin, 2017). The model of actual implementation was then compared to CASEL's model to answer RQ1, to what extent did the alternative high school adhere to CASEL's implementation process during the first semester of

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the 2018–2019 school year. The following section describes the quantitative and qualitative data analysis techniques used in this study.

Quantitative phase. After the principal and teacher surveys were administered, the raw data was cleaned and organized to gauge principal (RQ1A) and teacher (RQ1B) perceptions of social emotional learning and program implementation.

RQ1A principal perceptions. Due to the small sample size, data from the principal survey was organized into a table of values to compare responses between the principal and assistant principal for each question and overarching construct to gauge principal perceptions of social emotional learning and program implementation.

RQ1B teacher perceptions. Data from the teacher survey was organized into a summary table to show the average response and standard deviation for each question and overarching construct to gauge teacher perceptions of social emotional learning and program implementation.

Qualitative phase. Content analysis was then used to analyze the qualitative data collected from the interviews and the artifacts of social emotional learning (Creswell & Plano Clark, 2011; Sewall, 2007; Taylor-Powell & Renner, 2003; Yin, 2017). Content analysis allows the researcher to use a systematic approach to identify fixed and emergent themes to determine: the functional level and development and implementation of the social emotional learning program's implementation phases and sustainability factors (RQ1C); the structures and supports that exist to implement the social emotional learning program consistent with CASEL's model (RQ1D); and (RQ1E) the degree of adherence to implementing CASEL's five social emotional learning competencies in the three key implementation areas (Taylor-Powell & Renner, 2003).

RQ1C functional level of development and implementation. After the data was transcribed, the rubric scores were organized into frequency tables to compare the functional

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level of implementation and development for each individual, group of participants, and overall (Creswell & Plano Clark, 2011, Yin, 2017). An overall rubric score average was also calculated. The researcher then reviewed the rubric scores along with each transcript to gain a deeper understanding of the functional level of implementation and development identified for each participant, group, and overall using qualitative data.

After each rubric score and interview response were analyzed, the researcher coded the data using a coding process (see Appendix D) by identifying fixed themes based on the five social emotional learning competencies and three implementation areas outlined CASEL's Framework for Systemic Social and Emotional Learning. Inductive coding was also used to identify emergent themes regarding social emotional learning not represented in CASEL's model (DeCuir-Gunby, Marshall, & McCulloch, 2011; Yin, 2017). Content analysis was conducted until all the fixed and emergent themes were identified (Sewall, 2007; Taylor-Powell & Renner, 2003). As the data was coded and categorized by fixed and emergent themes, the researcher also coded the level of implementation of social emotional learning in each key area based and the extent of adherence to each competency based on the evidence provided. Data across multiple data sets was triangulated to create as close to a full picture of implementation as possible and strengthen the credibility of the findings (Creswell & Plano Clark, 2011, Yin, 2017). After the data was organized into each category, the researcher analyzed the data further to make connections across each category to better understand the social emotional learning program's functional level of development and implementation.

RQ1D structures supporting social emotional learning. Content analysis was used to examine the artifacts gathered to answer RQ1D, what structures and supports exist to implement CASEL's five competencies in each area outlined in CASEL's framework (DeCuir-Gunby,

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Marshall, & McCulloch, 2011; Sewall, 2007; Taylor-Powell & Renner, 2003). Deductive coding was used to identify fixed themes based on CASEL's Framework for Systemic Social and Emotional Learning. Inductive coding was also used to identify emergent themes in the artifacts by highlighting key concepts and organizing them into categories (DeCuir-Gunby et al., 2011; Yin, 2017). Content analysis was conducted until all the fixed and emergent themes were identified. As the data was coded and categorized by fixed and emergent themes, the researcher also coded the level of implementation of each competency and each area based on the evidence provided (Yin, 2017). Connections were then made across all categories to better understand the kinds of structures and level of implementation existing to implement the study school's social emotional learning the program consistent with CASEL's model. Table 38 displays the implementation areas, artifacts, and indicators of social emotional learning coded and analyzed using the coding process (see Appendix D) to answer RQ1D.

Table 38

RQ1D: Artifacts of Social Emotional Learning Structures and Supports

Area	Requested	Indicator
Classroom Instruction	Lesson Plan Template	Social emotional learning integrated into its objectives, activities, and resources
	SEL Standards	Five social emotional learning competencies reflected in standards
	PD Schedule	SEL focused PD
	Human Resources	Support staff dedicated to SEL Instruction
	Resources for Direct Instruction	Evidence of direct instruction
Schoolwide Policies and Procedures	Student Handbook	Social emotional learning integrated throughout
	Staff Handbook	Social emotional learning integrated throughout
	School Rules	Social emotional learning integrated throughout
	Disciplinary Protocols	Social emotional learning integrated throughout
	Human Resources	Support staff dedicated to SEL in schoolwide Policies and Procedures
	School Schedule	Dedicated Time for SEL
	PBIS Program Information	Social emotional learning integrated throughout
	Schoolwide Goals	Social emotional learning integrated throughout

(continued)

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Table 38

RQ1D: Artifacts of Social Emotional Learning Structures and Supports

Area	Requested	Indicator
Family and Community Engagement	Family Engagement	Invitations and opportunities to participate in SEL with students or schoolwide
	Community Engagement	Invitations and opportunities to participate in SEL with students or schoolwide
	Clubs and Extracurriculars	Social emotional learning integrated throughout descriptions
	Wrap Around Services	Social emotional learning integrated throughout descriptions
	Human Resources	Support staff dedicated to SEL in Family and Community Engagement
	Letters Home	Social emotional learning integrated throughout descriptions

RQ1E adherence to five competencies. Content analysis was also used to examine the artifacts gathered to answer RQ1E, to what degree did the alternative high school adhere to implementing CASEL's five social emotional learning competencies in each of the implementation areas (Taylor-Powell & Renner, 2003; Sewall, 2007; Yin, 2017). Deductive coding was used to identify fixed themes based on CASEL's Framework for Systemic Social and Emotional Learning. Inductive coding was also used to identify emergent themes in the artifacts by highlighting key concepts and organizing them into categories. Content analysis was conducted until all the fixed and emergent themes were identified (Taylor-Powell & Renner, 2003; Sewall, 2007; Creswell & Plano Clark, 2011; Yin, 2017). As the data was coded and categorized by fixed and emergent themes, the researcher also coded the level of implementation in each key area and the extent of adherence for each competency based on the evidence provided and on the coding process developed for this study (see Appendix D). Connections were then made across all categories to determine the alternative high school's adherence to implementing each social emotional learning competency in the three key implementation areas,

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and to better understand social emotional learning and program implementation at the study school overall. Table 39 displays the implementation areas, artifacts, and indicators of social emotional learning coded and analyzed to answer RQ1E.

Table 39

RQ1E: Artifacts for Adherence to Social Emotional Learning Competency Implementation

Competency	Artifact	Indicator of Competency Implementation
Classroom Instruction	SEL Standards	Presence of CASEL's 5 social emotional learning competencies in social emotional learning standards
	Lesson Plan Exemplars	Presence of CASEL's 5 social emotional learning competencies in objective, activities, and assessments
	School Mission	Presence of CASEL's 5 social emotional learning competencies in school mission
	School Vision	Presence of CASEL's 5 social emotional learning competencies in school vision
	School Rules	Presence of CASEL's 5 social emotional learning competencies in school rules
Schoolwide Policies and Procedures	Disciplinary Protocols	Presence of CASEL's 5 social emotional learning competencies in the disciplinary protocols
	Schoolwide Goals	Presence of CASEL's 5 social emotional learning competencies in schoolwide improvement goals
Family and Community Engagement	Opportunities for family engagement in social emotional learning	Presence of CASEL's 5 social emotional learning competencies in opportunities for family and community engagement
	Opportunities for community engagement in social emotional learning	Presence of CASEL's 5 social emotional learning competencies in club and wrap around service offerings

Researcher's journal. The researcher also used her journal as a data source by coding her notes from both the quantitative and qualitative phase. Content analysis was to analyze the researcher's journal using deductive and inductive coding (Taylor-Powell & Renner, 2003; Sewall, 2007). Coding occurred until all fixed and emergent themes were identified, and the

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findings were organized into categories (Yin, 2017). The researcher then looked for any connections between the categories to support the findings of the sub-research questions. The researcher's journal was also used to increase the credibility of the study by ensuring the major case study components were implemented as stated and the data was collected and analyzed in a consistent and accurate manner.

Triangulation. After the data was gathered and analyzed for each sub-research question, the findings were triangulated by matching similar findings across multiple data sets to strengthen the credibility of the findings (Creswell & Plano Clark, 2011; Sewall, 2007; Taylor-Powell & Renner, 2003; Yin, 2017).

RQ1 overall adherence to CASEL's model. After data analysis concluded for each sub-research question in the quantitative and qualitative phase of this mixed methods study, pattern matching was used to answer the overarching research question, RQ1 to what extent did the alternative high school adhere to CASEL's implementation process during the first semester of the 2018-2019 school year (Creswell & Plano Clark, 2011; Sewall, 2007; Taylor-Powell & Renner, 2003; Yin, 2017). The researcher compared and matched findings across each sub-research question to generate a model of what actual social emotional learning program implementation at the study school looks like, including the level of implementation for each competency and each of the three key areas. The actual model of implementation was then compared to the study school's initially identified model, CASEL's Framework for Systemic Social and Emotional Learning, to determine the extent to which it adhered to CASEL's implementation process during the 2018–2019 school year.

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Summary Matrix

Research question summary matrix. Table 40 presents a summary matrix outlining the variables, data collection instruments, sources, frequency, and data analysis tools used in the study.

Table 40

Research Question Summary Matrix

Variable	Instrument	Source	Frequency	Data Analysis
RQ1: To what extent did the LEPHS adhere to CASEL's implementation process for the first semester of the 2018-2019 academic school year?				
RQ1 Adherence to CASEL's Model	Principal Survey Teacher Survey Interview RQ1E Artifacts RQ1D Artifacts	Principals Teachers Community Outreach Coordinator	1 time	Pattern Matching of findings from RQA1-D
Principal Perceptions (RQ1A)	Principal Survey	Survey Participants (Principal)	1 time	Table of Values
Teacher Perceptions (RQ1B)	Teacher Survey	Survey Participants (Teacher)	1 time	Summary Table
Functional Level of Development and Implementation (RQ1C)	Interview Questions Adapted from CASEL's Rubric for Schoolwide SEL Implementation	Interview Participants (Principal, Select Teachers, Community Outreach Coordinator)	1 Time	Frequency Table Content Analysis
SEL Structures and Supports (RQ1D)	Requested at time of Interview	Artifacts of Social Emotional Learning Implementation	1 time	Content Analysis
Adherence to Implementing SEL Competencies (RQ1E)	Requested at time of Interview	Artifacts of Social Emotional Learning Implementation	1 time	Content Analysis

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Process question summary matrix. Table 41 presents the summary matrix that accounts for the case study implementation process to ensure the case study was administered as outlined. This matrix includes the variables measured, data collection instruments, sources, frequency of data collection, and what was provided for analysis.

Table 41

Process Question Summary Matrix

Variable	Instrument	Source	Frequency	Provided?
Adherence to CASEL's Model (RQ1)	Case Study Journal	Researcher	Throughout Study	Y
Principal Perceptions (RQ1A)	Principal Survey	Survey Participants (Principal)	1 time	Y
Teacher Perceptions (RQ1B)	Teacher Survey	Survey Participants (Teacher)	1 time	Y
Functional Level of Development and Implementation (RQ1C)	Interview Questions Adapted from CASEL's Rubric for Schoolwide SEL Implementation	Interview Participants (Principal, Teachers, Community Outreach Coordinator)	1 Time	Y
SEL Structures and Supports (RQ1D)	Requested at time of Interview	Artifacts of Social Emotional Learning Implementation	1 time	Y
Adherence to Implementing SEL Competencies (RQ1E)	Requested at time of Interview	Artifacts of Social Emotional Learning Implementation from	1 time	Y

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CHAPTER 5

FINDINGS AND DISCUSSION

This purpose of this chapter is to outline the findings, discussions, and limitations from the social emotional learning implementation case study designed to determine if the study school adhered to CASEL's implementation process during the 2018–2019 school year. The research and process questions will frame the findings. A conclusion will then present next steps and recommendations for future practice and research.

Case Study Implementation

At the conclusion of the first semester of the 2018–2019 school year, the researcher began collecting survey data interview responses, and artifacts to determine the extent to which the alternative high school adhered to CASEL's Framework for Systemic Social and Emotional Learning during the first semester of the 2018–2019 school year. Data collection began in early January 2019, took place over a 12-week period through early April 2019.

During data collection, a survey was administered to consenting principals and teachers to gauge their perceptions of social emotional learning and program implementation at their school. The survey was administered using Qualtrics and took approximately 30–40 minutes to complete. Appendix A displays the principal survey. Appendix B displays the teacher survey.

Following the conclusion of the survey, principals, teachers, and two community outreach coordinators were invited to participate in an interview to determine their perceptions of the functional level of implementation and development of their social emotional learning program. The principal, assistant principal, one community outreach coordinator, and four teachers participated in the interview. The interviews were conducted using Zoom and took approximately 45–60 minutes to complete. Participants were asked open-ended responses

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questions and presented with a rubric displaying four levels of functional implementation and development for the three phases of the social emotional learning implementation cycle and six sustainability factors characteristic of effective programs. Participants selected a rubric score and elaborated on their selection of the score by providing their rationale and any evidence to support their rating. Appendix C displays the interview questions and rubrics. At the conclusion of the interview, participants were asked to send the researcher artifacts of social emotional learning for content analysis to a password protected email account. Participants were sent a copy of their interview transcript to validate for accuracy.

The qualitative data was coded consistent with the process displayed in Appendix D, and from the quantitative and qualitative data, the findings were triangulated across multiple data sets. Pattern matching was used to organize the data according to CASEL's Framework for Systemic Social and Emotional Learning to compare actual implementation with what is prescribed. The data collection and data analysis process designed for this study produced the findings outlined in the next section.

Results

Table 42 displays the sections of this chapter organized by variable and its corresponding research question. Because the overarching research question, RQ1 to what extent did the alternative high school adhere to CASEL's (2016) implementation process during the first semester of the 2018–2019 school year, was answered based on comparing the findings from sub-research questions, the findings for each sub-research question will be discussed first, and the overarching question will be discussed last.

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Table 42

Chapter 5 Sections by Variable and Research Question

Variable	Question
Principal Perceptions	RQ1A: What are the principal's perceptions of the social emotional learning program implemented during the first semester of the 2018-2019 school year as measured by the principal survey?
Teacher Perceptions	RQ1B: What are teacher's perceptions about the social emotional learning program implemented during the first semester of the 2018-2019 school year as measured by the teacher survey?
Functional Level of Development and Implementation	RQ1C: To what extent was the social emotional learning program at a functional level of development and implementation during the first semester of the 2018-2019 school year as measured by the schoolwide social emotional learning implementation interview rubric?
Functional Level of Development and Implementation	RQ1C: To what extent was the social emotional learning program at a functional level of development and implementation during the first semester of the 2018-2019 school year as measured by the schoolwide social emotional learning implementation interview rubric?
SEL Structures and Supports	RQ1D: What structures and supports exist to implement SEL consistent with CASEL's model during the first semester of the 2018-2019 school year?
Adherence to Implementing SEL Competencies	RQ1E: To what degree did the alternative high school adhere to implementing CASEL's five competencies for SEL during the first semester of the 2018-2019 school year?
Adherence to CASEL's Model	RQ1: To what extent did the alternative high school adhere to implementing CASEL's implementation process during the first semester of the 2018-2019 school year?
Adherence to Case Study Protocol	PQ1: How has the study implementation adhered to or differed from the proposed implementation procedures?

Quantitative Data Analysis and Findings (RQ1A-RQ1B)

To answer RQ1A and RQ1B, a principal survey and teacher survey were administered to gauge participants' perceptions of social emotional learning and its implementation at the study school. The following section will outline the data and findings.

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RQ1A principal perceptions. The Principal Survey of SEL Implementation (see Appendix A) was administered to the principal and assistant principal to measure principal perceptions of social emotional learning and program implementation at the study school.

Attitudes about social emotional learning. Table 43 displays principal responses to select questions measuring their attitudes about social emotional learning.

Table 43

Principal Attitudes about Social Emotional Learning

Variable	Principal 1 Score	Principal 2 Score
Teachability of SEL ^a	1-Definitely Teachable	1-Definitely Teachable
Commitment to SEL ^b	1-Very Committed	1-Very Committed
Importance of SEL in School ^c	1-Very Important	1-Very Important
All Students Benefit from SEL ^d	1-Definitely True	1-Definitely True
SEL Benefit: Bullying ^e	1-Very Major Benefit	1-Very Major Benefit
SEL Benefit: Teacher Student Relationships ^f	1-Very Major Benefit	1-Very Major Benefit
SEL Benefit: School Climate ^g	1-Very Major Benefit	1-Very Major Benefit
SEL Benefit: Coursework ^h	1-Very Major Benefit	1-Very Major Benefit
SEL Benefit: Graduation ⁱ	1-Very Major Benefit	2-Somewhat Major Benefit
SEL Benefit: College Prep ^j	1-Very Major Benefit	2-Somewhat Major Benefit
SEL Benefit: Workforce Prep ^k	1-Very Major Benefit	2-Somewhat Major Benefit
SEL Benefit: Good Citizen ^l	1-Very Major Benefit	2-Somewhat Major Benefit

Note: The following question stems are associated with the variables listed.

^A To what extent do you think these social and emotional skills are teachable in a school setting?

^B How personally committed are you to developing students' social and emotional skills in your school?

^C How important do you think it is for schools to promote the development of these social and emotional skills as part of students' in-school experience?

^D Mark whether you believe the statement is definitely true, probably true, probably not true, or definitely not true.

^{e-l} How much of a benefit, if any, you think a larger focus on social and emotional learning would have on each of the following?

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Data. Both the principal and assistant principal report strong attitudes for social emotional learning and indicated they understand, value, and are committed to developing social emotional skills with their students on the survey. Both the principal and assistant principal also reported strong beliefs that social emotional learning skills are teachable in school settings, should be administered to all students, and would positively affect students' in school experiences. They also report believing students would positively benefit from exposure to social emotional learning for both academic and life outcomes overall.

Findings. The consistent responses across both principals indicate a strong commitment and belief that social emotional learning will have a positive impact on students at the study school, not only for their academic achievement, but in other areas of their life too. This context has the potential to promote effective social emotional learning at the study school.

Social emotional learning implementation. Table 44 displays principal responses to select questions measuring their perceptions of social emotional learning program implementation.

Data. The principal survey indicates social emotional learning program implementation is occurring at the study school and the program engages a variety of stakeholders including the principals, teachers, counselors, social workers, before and after school staff, and others. Both principals, however, responded inconsistently regarding several implementation components, structures, and supports leading the researcher to believe program components are being implemented inconsistently, in a limited manner, and in some cases, not at all. Both principals also indicate they conducted a needs and resource assessments only somewhat or fairly well, suggesting they are not fully aware of the program funding or needs. The principals also responded inconsistently with regards to teacher expectations for teaching social emotional

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learning, implementing evidence-based programs, utilizing a curriculum specific to social emotional learning, integrating social emotional learning into academic curricula, and using social emotional learning standards and rubrics to facilitate instruction and evaluation. The principals did align they provide ongoing professional development somewhat well, and that they receive no support from the district.

Table 44

Principal Perceptions of Social Emotional Learning Implementation

Variable	Principal 1 Score	Principal 2 Score
Clear Vision for SEL ^a	4- Does Not Describe Well	3- Describes Somewhat Well
Long-term Implementation ^b Plan	4- Does Not Describe Well	2- Describes Fairly Well
SEL Resource Evaluation ^c	3- Describes Somewhat Well	2- Describes Fairly Well
Evidence Based Program ^d	4- Does Not Describe Well	3- Describes Somewhat Well
SEL Standards and Rubrics ^e	4- Does Not Describe Well	1-Describes Very Well
Ongoing SEL PD ^f	3- Describes Somewhat Well	3- Describes Somewhat Well
District Support ^g	4- Does Not Describe Well	4- Does Not Describe Well
SEL Expected from Teachers ^h	3- Applies Only in a Limited Manner	1-Fully Applies
SEL Specific Curriculum ⁱ	3- Applies Only in a Limited Manner	1-Fully Applies to My School
SEL in Academic Curriculum ^j	3- Applies Only in a Limited Manner	2- Applies, with some exceptions

Note: The following question stems are associated with the variables listed.

^{a-g} Please indicate how well each of the following describes your school.

^{h-j} Please indicate the extent to which each of the following statements applies to your school.

Findings. The data displayed in Table 44 suggests there is not a clear vision of SEL at the study school, and there is no clear long-term plan to sustain the program. The inconsistent responses across both principals suggest they are not united in their understanding or approach to social emotional learning implementation at their school, and therefore, implementation is likely occurring on an inconsistent basis, and in some cases, not at all.

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Pathways to increased social emotional learning. Table 45 displays principal responses to select questions measuring their perceptions about pathways to increasing social emotional learning at their school.

Table 45

Principal Perceptions of Pathways to Increase Social Emotional Learning

Variable	Principal 1 Score	Principal 2 Score
Challenge: Not Enough Time ^a	2- A Fairly Big Challenge	2- A Fairly Big Challenge
Challenge: Training and PD ^b	2- A Fairly Big Challenge	1-A Very Big Challenge
Challenge: Inconsistent Teacher Support ^c	5- Not a Challenge at All	5- Not A Challenge at All
Challenge: No Reinforcement Outside of School ^d	2- A Fairly Big Challenge	2- A Fairly Big Challenge
Challenge: Limited District Support ^e	4- Not Much of a Challenge	3- Somewhat of a Challenge
Challenge: Measuring SEL ^f	1-A Very Big Challenge	3- Somewhat of a Challenge
Challenge: Resistance from Parents ^g	5- Not a Challenge at All	5- Not a Challenge at All
Challenge: Funding ^h	4-Not Much of a Challenge	4-Not Much of a Challenge
Teacher Preparedness ⁱ	3-Somewhat Prepared	2- Fairly Prepared
Most Important for SEL ^j	Assessment data on students' social and emotional skills that can be used to guide practices.	Sharing research-based strategies about effective ways to promote students' social and emotional skills.

Note: The following question stems are associated with the variables listed.

^{a-h} Please indicate how much of a challenge, if at all, each one of these is for your own school.

ⁱ How well prepared do you think the teachers in your school are to successfully teach students social and emotional skills?

^j Which one or two of the following do you believe are most important to ensuring that schools are successful in developing student' social and emotional skills?

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Data. Both administrators identified a variety of challenges associated with social emotional learning implementation that, if addressed, could increase social emotional learning at the study school. These challenges include limited time to administer social emotional learning, limited training and professional development for teachers, no reinforcement outside of school, and an inability to accurately assess social emotional learning. While both principals agree they receive little district support for social emotional learning, neither view this as a big challenge to implementing social emotional learning. Funding was also not identified as a major concern. According to the principal survey, teachers are only somewhat or fairly prepared to administer social emotional learning in their classrooms, which may affect the quality of instruction delivered. The principals also identified both improved student assessments and the ability to share research based social emotional learning strategies as the most important way to improve social emotional learning at the study school. While both principals are fairly consistent regarding their perceptions of challenges and barriers to social emotional learning, they depart on the most important factors to improve social emotional learning at the study school. One administrator believes data from assessment would best help improve program implementation, while the other believes sharing research-based strategies.

Findings. This inconsistent in responses for social emotional learning implementation at the study school suggests the administration is not aligned on the implementation of evidence-based practices at the school. The lack of consistency in responses related to teacher preparedness and ways to improve social emotional learning at the study school also suggests the principals are not aligned on identifying or addressing areas of need and growth for social emotional learning program improvement. This division can create confusion and tension regarding what to prioritize to improve the quality of social emotional learning program

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implementation. Finally, challenges associated with implementation improvement influences their ability to effectively assess and evaluate social emotional learning from a process and impact perspective, making it more difficult to measure areas of success and improvement.

Assessing social emotional learning. Table 46 displays principal responses to select questions measuring their perceptions about assessing social emotional learning.

Table 46

Principal Perceptions about Assessing Social Emotional Learning

Variable	Principal 1 Score	Principal 2 Score
SEL can be Measured and Assessed ^a	2-Probably True	2-Probably True
SEL Should be Assessed Annually ^b	1-Definitely True	1-Definitely True
SEL in School Accountability ^c	1- Very Important	2-Fairly Important
Data Reporting: Improve Instruction ^d	2-Fairly Important	1-Very Important
Data Reporting: Parents ^e	1-Very Important	2-Fairly Important
Data Reporting: Identify Interventions ^f	1-Very Important	1-Very Important
Data Reporting: Program Improvement ^g	2-Fairly Important	1-Very Important
Data Reporting: District ^h	1-Very Important	3-Somewhat Important
Usefulness of Assessments ⁱ	3-Somewhat Useful	2-Fairly Useful
Familiarity with Assessment ^j	3-Somewhat Familiar	3-Somewhat Familiar
Teachers Use Data for Continual Improvement ^k	4-Not That Much	3-Somewhat

Note: The following question stems are associated with the variables listed.

^{a-b} Mark whether you believe it is definitely true, probably true, probably not true, or definitely not true.

^{c-h} How important do you think it is to do each of the following?

ⁱ How useful do you think the assessments that you are currently using are for evaluating students' social and emotional skills?

^j How familiar are you with current assessments that are available for measuring students' social and emotional skills?

^k How much do you think the teachers in your school know about how to use data from assessments of students' social and emotional skills to improve their instruction?

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Data. Both administrators indicate social emotional learning skills can probably be evaluated, and these skills should be evaluated annually. The principals indicated social emotional learning is important when considering school improvement. They also reported strong beliefs that the data can be used to improve a variety of contexts including, school accountability, instruction, informing parents of student progress, identifying interventions, program improvement, and informing the district of school progress. While the principals report the positive ways data from assessment can be used, they report only being somewhat familiar with the assessments and teachers are not very familiar with how to use social emotional learning assessment data for continual improvement. Currently, social emotional learning is being assessed through observations, teacher and student reports, disciplinary action, and assessing performance on specific task or problem.

Findings. While evidence indicates assessing social emotional learning is occurring at the study school in a variety of ways, the lack of knowledge and comfort using data to engage in the continual improvement process suggests the data is not being used in a productive manner that results in actual continual improvement. In addition to program stagnation, this context makes it challenging to attribute any success or struggle to the social emotional learning program. Because of this, better training to implement, evaluate, and analyze social emotional learning would be helpful to facilitate effective social emotional learning at the study school, and prepare the principals and teachers to gather data to engage in the process of continual improvement for the social emotional learning program.

RQ1A principal survey data summary. Overall, the administrators were mostly consistent in their responses to the constructs measured by the survey. These findings indicate while the principals have strong positive attitudes about social emotional learning, their

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perceptions of social emotional learning implementation, pathways for increasing social emotional learning, and assessing social emotional learning are inconsistent and low. Given this context, the strong commitment and positive attitudes about social emotional learning has the potential to be undermined by the lack of a clear vision and no clear long-term plan to sustain the program. The inconsistent responses across both principals suggest they are not united in their understanding or approach to social emotional learning implementation at their school. These findings indicate implementation is likely occurring on an inconsistent basis, and in some cases, not at all.

RQ1B teacher perceptions. The Teacher Survey of SEL Implementation, displayed in Appendix B, was implemented to twelve teachers to measure their perceptions of social emotional learning and program implementation at the study school.

Teachers endorse social and emotional learning. Table 47 displays teacher responses to select questions measuring their perceptions about understanding, valuing, and endorsing social emotional learning at their school.

Data. Surveyed teachers consistently and positively report social emotional learning is teachable in school settings and all students would benefit from exposure social emotional learning. They also strongly agree social emotional learning is very important to be included in school, and that social emotional learning should be a big priority at all levels of schooling.

Findings. The consistently positive responses among surveyed teacher endorsing social emotional learning for the benefit of all students indicates the instructional staff highly values and supports social emotional learning implementation at the study school. Surveyed teachers also indicated an importance of social emotional learning and that great deal of emphasis should

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be placed on it at all levels of schooling. This data suggests the instructional staff is committed to implementing social emotional learning to produce the benefits.

Table 47

Teacher Perceptions: Understanding, Valuing, and Endorsing Social Emotional Learning

Variable	Average	Mode	SD
SEL is Teachable in School ^a	1-Definitely Teachable	1-Definitely Teachable	0.49
All Students Benefit from SEL ^b	1-Definitely True	1-Definitely True	0.40
SEL Importance in School ^c	1-Very Important	1-Very Important	0.66
Emphasis Placed on SEL at School ^d	1-A Great Deal	1-A Great Deal	0.49
SEL as Priority in Preschool ^e	1-A Big Priority	1-A Big Priority	0.40
SEL as Priority in Elementary School ^f	1-A Big Priority	1-A Big Priority	0.30
SEL as Priority in Middle School ^g	1-A Big Priority	1-A Big Priority	0.46
SEL as Priority in High School ^h	1-A Big Priority	1-A Big Priority	0.49

Note: The following question stems are associated with the variables listed.

^a To what extent do you think these social and emotional skills are teachable in a school setting?

^b For each statement, tell me whether you believe it is definitely true, probably true, probably not true, or definitely not true.

^c How important do you think it is for schools to promote the development of these social and emotional skills as part of student' in-school experience.

^d Please tell me how much emphasis should be placed on this goal.

^{e-h} How much of a priority do you believe teaching these social and emotional skills should be in...

Social emotional learning helps. Table 48 displays teacher responses to select questions measuring their perceptions of social emotional learning helping students achieve at school and in life.

Data. Teachers consistently report social emotional learning would strongly benefit students' academic and life outcomes including coursework, graduation, college readiness, career readiness, and being a good citizen. They also reported strongly believing social emotional learning would increase test scores, improve teacher and student relationships, and reduce bullying.

Table 48

Teacher Perceptions: Social Emotional Learning Helps Student Achieve in School and Life

Variable	Average	Mode	SD
Benefit: Academic Course Work ^a	1-Major Benefit	1-Major Benefit	0.46
Benefit: Grade Promotion ^b	1-Major Benefit	1-Major Benefit	0.00
Benefit: College Readiness ^c	1-Major Benefit	1-Major Benefit	0.00
Benefit: Workforce ^d	1-Major Benefit	1-Major Benefit	0.30
Benefit: Good Citizen ^e	1-Major Benefit	1-Major Benefit	0.40
Improve: Academic Achievement ^f	1-Definitely True	1-Definitely True	0.49
Improve: Student/Teacher Relationships ^g	1-Definitely True	1-Definitely True	0.46
Improve: Bullying ^h	1-Definitely True	1-Definitely True	0.49

Note: The following question stems are associated with the variables listed.

^{a-e} do you think a larger focus on social and emotional learning would have a major benefit, minor benefit, or no real benefit when it comes to ...

^{f-h} For each statement, please indicate whether you believe it is definitely true, probably true, probably not true, or definitely not true.

Findings. These positive perceptions increase the likelihood of a positive classroom culture where social emotional learning can thrive at the instructional level. Implementation success, however, is contingent a variety of other factors, including trainings and supports offered schoolwide to support the program.

Key accelerators. Table 49 displays teacher responses to select questions measuring their perceptions related to identifying key accelerators for social emotional learning at their school.

Data. While teachers indicate they have been trained in social emotional learning, they also indicated the kinds of training they were exposed to is inconsistent. Most teachers report receiving training as part of their pre-service formal education, and is not a primary focus of their current professional development offerings. Teachers report a strong desire for more training in social emotional learning and evaluation. Surveyed teachers also reported social emotional learning implementation is inconsistent, occurring in some classrooms, but not others. They identified not having enough time, lacking training, and lack of consensus among teachers

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promoting social emotional learning as major barriers to implementation. Out of these challenges, the lack of training and not having enough time for social emotional learning were identified as the biggest challenges to program implementation. To improve social emotional learning at the study school, teachers report additional professional development and sharing research-based strategies would be the most effective in successfully developing students' social emotional learning skills.

Table 49

Teacher Perceptions: Teachers Identify Key Accelerators for Social Emotional Learning

Variable	Average Score	Mode	SD
Teacher Training ^a	1-I Have Been Trained	1-I Have Been Trained	0.66
Type of Training ^b	2-Pre-Service Training	2-Pre-Service Training	1.14
Desire for More Training ^c	1-Very Interested	1-Very Interested	0.81
Extent SEL is Happening ^d	2-In Some Classrooms	2-In Some Classrooms	0.40
Challenge: Enough Time ^e	1-A Very Big Challenge	1-A Very Big Challenge	0.64
Challenge: Lack of Training ^f	1-A Very Big Challenge	1-A Very Big Challenge	0.50
Challenge: Lack of Consensus ^g	2-A Fairly Big Challenge	2-A Fairly Big Challenge	1.55
Challenge: No Home Reinforcement ^h	3-Somewhat of a Challenge	3-Somewhat of a Challenge	1.64
Most Important to Improve SEL ⁱ	N/A	Additional Professional Development and Sharing Research Based Strategies	N/A

Note: The following question stems are associated with the variables listed.

^a Have you personally received training on how to teach social and emotional skills to students?

^b Did you receive training pre-service as part of your formal education, in-service as part of your professional development, or both?

^c How interested are you in receiving further training on the best practices for teaching social and emotional skills to students?

^d To what extent is teaching students social and emotional skills happening in your school?

^{e-h} For each statement, indicate whether for your own school this would be a very big challenge, a fairly big challenge, somewhat of a challenge, not much of a challenge, or not a challenge at all.

ⁱ Which one or two of the following do you believe are most important to ensuring that schools are successful in developing student' social and emotional skills?

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Findings. While the data indicates teachers have been trained in social emotional learning, it also indicates the types of training varies, suggesting social emotional learning may mean different things to different teachers. This context may contribute to teachers indicating social emotional learning happens on an inconsistent basis from classroom to classroom. The commonly identified barriers to implementation also have the potential to influence the consistency and manner by which social emotional learning is implemented from classroom to classroom. As the data indicates, formal professional development on researcher-based strategies may help to improve the quality and consistency of social emotional learning implementation across classrooms at the study school.

RQ1B teacher survey data summary. Overall, the teachers were consistent in their responses to each construct measured by the survey including positive ratings for understanding, valuing, and endorsing social emotional learning for all students, believing social and emotional learning helps students to achieve, and identifying key accelerators for social emotional learning. The survey data indicates teachers support social emotional learning and believe it benefits all students; however, the inconsistent nature of training and implementation indicate social emotional learning may mean different things to different teachers. This context suggests social emotional learning is likely happening inconsistently, if at all. Formal training for all staff and addressing the various barriers to implementation may help to improve the quality and consistency of social emotional learning across classrooms as well as schoolwide.

Quantitative Data Analysis and Findings Summary (RQ1A-RQ1B)

Both principals and teachers indicate their belief that benefits all students in school, work, and life, as well as their commitment to administering social emotional learning schoolwide. The inconsistent findings related to training, implementation, and assessment

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indicate a variety of perspectives and understandings about what effective social emotional learning means and looks like. Because of this, the study school would likely benefit from formal schoolwide trainings on social emotional learning and the best practices that should be facilitated to achieve it.

Qualitative Data Analysis and Findings (RQ1C-RQ1E)

During the qualitative phase, an interview was administered to determine the participant's perceptions of the social emotional learning program's functional level of implementation and development at the study school to answer RQ1C. Content analysis was then conducted on a variety of artifacts to answer RQ1D, what structures and supports are present to support social emotional learning, and RQ1E, the extent to which the study school adhered to implementing the competencies identified in its evidence-based model.

RQ1C functional level of implementation and development. The Schoolwide Social Emotional Learning Implementation Interview and Rubric, displayed in Appendix C, was administered to gauge select survey participants' perceptions of the social emotional learning program's functional level of implementation and development. The interview questions are based on *CASEL's Practice Rubric for Schoolwide SEL Implementation* and evaluate three phases of the program's implementation cycle and six sustainability factors characteristic of effective social emotional learning programs.

Out of the twelve survey participants, two principals, four teachers, and one community outreach coordinator participated in the interview. Participants' rubric selections were organized into frequency tables, and then averaged by each subgroup and overall. The overall averages are displayed as decimal points to show the actual average. However, when assigning a final rubric

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rating, the average was rounded down to the lower rubric score as the scores averaged were not enough to achieve the higher rubric level.

During their interview, participants elaborated on their selection of each rubric score identified for each step of the implementation cycle and sustainability factors from their perspective. Select elaborations have been incorporated into the data analysis that follows to provide context for the overall rubric rating.

According to *CASEL's Practice Rubric for Schoolwide SEL Implementation* the three phases of the implementation cycle, including the readiness phase, the planning phase, and the implementation phase, are broken into ten steps indicative of effective social emotional learning programs when implemented with a fully functional level of implementation and development. The rubric scores participants identified for each step are displayed below using frequency tables. Select quotes from the interview have also been integrated to elaborate on participants' perceptions of social emotional learning program implementation at the study school.

Readiness phase. To achieve a fully functional level of implementation and development for the steps in the readiness phase, the principal has committed to implementing a school-wide social emotional learning program and has established a steering committee that includes key stakeholders to oversee the development, implementation, and sustainability of the program. The data for steps one and two of the readiness phase have been organized into frequency tables by interview subgroup and overall to measure each steps' functional level of implementation and development. Select quotes have also been included to elaborate on and justify the overall rating.

Step 1: Principal commits to schoolwide social emotional learning initiative. To achieve a fully functional level of development and implementation for step one, the principle has

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committed to the school-wide implementation and sustainment of an evidence-based social emotional learning framework. The principal also works to ensure the highest quality social emotional learning program is implemented.

Data. Table 50 displays the rubric scores indicating the functional level of implementation and development for each subgroup and participants overall.

Table 50

Frequency Table of Interview Responses for Step 1 by Interview Subgroup

Subgroup	Fully (4)	Mostly (3)	Limited (2)	Little or No (1)	Average	Rating
Principals		1	1		2.5	Limited
Teachers	3	1			3.75	Mostly
Coordinator		1			3	Mostly
Overall	3	3	1		3.28	Mostly

The subgroups combined indicated the study school's program is at a level three, mostly functional level of development and implementation.

In his interview, the principal selected a level two, limited level of development and partial implementation, rubric score for step one. He elaborated,

I would say I am fully committed to it, but I would say that we're partially functional in the sense that we do not have our social emotional skills that we evaluate students on... we are not yet at the point where we are normed enough for everyone to be on the same boat as far as what each standards means and what it means to get a score in each of those areas.

All other participants rated step one at a level three, mostly functional level of implementation or development, or higher. One teacher, who selected a level four, fully functional level of implementation and development, shared "We as teachers or educators see that the principal is

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fully involved and has fully sort of implemented this model,” reinforcing the perceived commitment level of the principal’s commitment.

Findings. While all participants spoke very highly of the principal’s commitment to social emotional learning at the study school, many indicated there is room for improvement. This sentiment, coupled with the various roles and perspectives each subgroup hold, likely led to the inconsistent identification of rubric scores across subgroups. Because the principal is self-evaluating his commitment to social emotional learning, it is likely the rubric score he selected is consistent with the actual commitment set forth.

The disparity in scores and perceptions across stakeholder groups indicate the principal communicates a strong commitment to social emotional learning, but this communication has not translated into the actual understanding, structures, and supports necessary to implement social emotional learning consistently school-wide. Further, while staff perceives the principal as committed to social emotional learning, the lack of norming and consistent understanding of social emotional learning from the principal’s perspective suggests inconsistent implementation and quality schoolwide.

Step 2: Principal engages key stakeholders and creates social emotional learning steering committee. To achieve a fully functional level of implementation and development for step two, the principal has regularly engaged with school and community stakeholders about social emotional learning. He has also established a steering committee including teachers, families, support staff, community members, and other relevant stakeholders to participate creating in the vision and implementation process of the study school’s social emotional learning program.

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Data. Table 51 displays the rubric scores indicating the functional level of implementation and development for each subgroup and participants overall.

Table 51

Frequency Table of Interview Responses for Step 2 by Interview Subgroup

Subgroup	Fully (4)	Mostly (3)	Limited (2)	Little or No (1)	Average	Rating
Principals		1	1		2.5	Limited
Teachers	1	1	1	1	2.5	Limited
Coordinator		1			3	Mostly
Overall	1	3	2	1	2.57	Limited

The subgroups combined indicated the study school's program is at a level two, limited development and partial implementation.

In his interview, the principal selected a level two, limited level of development and partial implementation, rubric score for step two. He elaborated, "We have support staff who are dedicated to making sure that SEL is promoted in a variety of ways in our school, but we do not yet have a steering committee that speaks to social emotional learning." The assistant principal, who identified a level three, mostly functional level of implementation and development, also shared, "I don't think I'd necessarily call what we have a steering committee per se, but we are starting to bring more voices to the table. For the first time, we started getting student voices around what social emotional looks like." Neither the teachers nor community outreach coordinator, however, could speak to a formal steering committee established to focus on schoolwide social emotional learning. On teacher, who identified a level one, little to no implementation and development, rubric score shared, "We do have steering committees and teams... We've had lots of intervention programs for students... But, I'm not aware of any steering committee or, I don't know if there's a necessarily like intentional form of this for social

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emotional learning.” The other teachers and community outreach coordinator echoed similar sentiments in their responses.

Findings. Despite their different ratings, both principals indicated they do have staff focused on social emotional learning and program development, implementation, and sustainability, but they would not call it a formal steering committee. Because some staff have been assigned to oversee social emotional learning implementation and some sort of social emotional learning is occurring to some extent, it may appear as though a steering committee has been established to oversee program development, implementation, and sustainability. This context likely contributed to the inconsistent rubric scores identified by the teachers and community outreach coordinator. These findings reinforce the overall rating of level two, limited development and partial implementation, for step two.

Planning phase. To achieve a fully functional level of development and implementation for the planning phase, a vision for a social emotional learning program has been developed and clearly articulated schoolwide, a needs and resource assessment to identify staff, student and school needs has been conducted, an action plan for social emotional learning implementation has been developed, and an evidence-based program that meets student needs has been identified. The data for steps three through six of the planning phases have been organized into frequency tables by interview subgroup and overall to measure each steps’ functional level of implementation and development. Select quotes have also been included to elaborate on and justify the overall rating.

Step 3: Develop and articulate a shared vision. To achieve a fully functional level of implementation and development for step three, the principal and the steering committee have

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developed and articulated a shared vision of students' social and emotional learning schoolwide.

The vision helps to focus the work and contribute to high quality implementation.

Data. Table 52 displays the rubric scores indicating the functional level of implementation and development for each subgroup and participants overall.

Table 52

Frequency Table of Interview Responses for Step 3 by Interview Subgroup

Subgroup	Fully (4)	Mostly (3)	Limited (2)	Little or No (1)	Average	Rating
Principals		1	1		2.5	Limited
Teachers	2		2		3	Mostly
Coordinator		1			3	Mostly
Overall	2	2	3		2.85	Limited

The subgroups combined indicated the study school's program is at a level two, limited development and partial implementation. The data shows a wide span of rubric levels selected across subgroups, suggesting a schoolwide vision of social emotional learning has not been fully developed and implemented.

The principals' rubric scores were split between a level three, mostly functional, and a level two, limited development and partial implementation. In their interview responses, both principals agree there is no clear vision for social emotional learning at the school. The assistant principal shared,

No, nothing in terms of a bigger picture vision. We have indicators on the rubrics and we have benchmark levels for what we want students to be able to do around social emotional learning and skill development, but I don't think it has been frame in such a way where it is a school wide vision to the point where teachers and students could name it and identify it. From administrative perspective, and even within the student support

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team, I think we have a pretty clear idea of what we want it to look like, but its evolving and changing, and even right now, we are working on re-tweaking it for next year, so we do not have it built out.

This sentiment is echoed in the teacher and community outreach coordinator's elaborations of their scores. One teacher, who identified a level two, limited development and partial implementation, shared, "My vague memory of the school wide vision, which is not specific to SEL, is that SEL is included indirectly, but there is not an explicit vision, to my knowledge. If it was created...I don't remember it, which means it's not functioning." The community outreach coordinator selected a level three, mostly functional level of implementation and development, for the schoolwide vision. In his response, he elaborated on the school's vision, stating, "We have developed a vision on the understanding that every student that walks through the door is dealing with trauma. Because of this, we are very up front about providing resources and professional developments to bring awareness to the new staff." While the community outreach coordinator suggests the school's vision was developed with students' traumatic experiences in mind and guides professional development and resources towards supporting these students' needs, it does not explicitly call out social emotional learning as part of the school's priorities.

Findings. Without a formal vision of social emotional learning, it is challenging for stakeholders to be aware of and facilitate in social emotional learning schoolwide. In their responses, not one teacher clearly identified or articulated a vision for social emotional learning at the study school, reinforcing the sentiments from the administrators that a schoolwide vision does not exist. Without a clear vision and articulation of what schoolwide social emotional learning should look like, it is likely social emotional learning is happening inconsistently, if at all. The wide range of scores and inability of any staff to clearly articulate a vision for social

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emotional learning suggests it is highly likely step three is being implemented consistent with the overall score of level two, limited development and partial implementation.

Step 4: Conduct a school-wide needs and resource assessment. To achieve a fully functional level of implementation and development for step four, a needs and resources assessment was conducted by the steering committee to determine student, school, and staff need and evaluate their readiness to implement social emotional learning schoolwide.

Data. Table 53 displays the rubric scores indicating the functional level of implementation and development for each subgroup and participants overall.

Table 53

Frequency Table of Interview Responses for Step 4 by Interview Subgroup

Subgroup	Fully (4)	Mostly (3)	Limited (2)	Little or No (1)	Average	Rating
Principals	1		1		2.5	Limited
Teachers	1		3		2.25	Limited
Coordinator	1				3	Mostly
Overall	3		4		2.42	Limited

The subgroups combined indicated the study school's program is at a level two, limited development and partial implementation.

The principal's continued their lack of alignment on a rubric score for step four. While the principal selected a level three, mostly functional level of implementation and development, he only spoke to the study school's recent adoption of the county mandated Positive Behavioral Intervention and Support (PBIS) Initiative. The assistant principal who selected a level two, little development and partial implementation, shared,

It was not so much of a needs assessment or a resource assessment, as it was more so identifying what we want our staff to able to do an know in order to put some of these

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policies and procedures in place around providing holistic social, emotional learning experiences for our students.

These sentiments are echoed in the teachers and community outreach coordinators' response to step four. One teacher who identified a level two, limited development and partial implementation, shared I am not sure what the exact SSL staff processes are or what they've done, but I feel like they must be doing something because we've been able to identify different students for different grouping for where they need support. For example, there are multiple student groupings at our school, like counseling groups that take place for reunification, young mothers, grief, and trauma for students. The community outreach coordinator, who identified a level three, mostly functional level of implementation and development, also suggested some form of needs and resource assessment has been conducted, but not in a formal, schoolwide manner that involves multiple stakeholders. He shared, "we're trying to establish trends depending on the area that they live in for parallels and determine the support they need... but that's a challenge" in the absence of a formal needs and resource assessment process.

Findings. The lack of a formal needs and resource assessment from the administrators' perspective suggests they remain unaware of the students, staff, and school's actual social emotional needs, making it challenging to identify a program to meet those needs. Adopting the county PBIS initiative requires the study school to conduct a needs assessment related to implementing PBIS, but this does not necessarily translate to a needs assessment evaluating the need for schoolwide social emotional learning. Further, none of the teachers could point to an actual needs or resources assessment suggesting teachers are also unaware of the actual student, staff, and school need for social emotional learning. Consistent with the community outreach

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coordinator, surveyed participants do believe, however, some kind of assessment must be happening and is poorly communicated because programs are in place to meet some need.

Because none of the interview participants could identify or describe the study school's approach to conducting a schoolwide needs and resource assessment for social emotional learning, it is likely a needs and resource assessment was not conducted at all. It is also likely the programs and interventions currently being implemented are based on the perception of need, rather than actual need back by data. These findings also suggest step four is being implemented consistent with the overall score of level two, limited development and partial implementation.

Step 5: Develop an action plan for social emotional learning implementation. To receive a fully functional level of implementation and development for step four, the steering committee has developed an action plan based on the findings from the needs and resource assessment.

This plan supports systemic and sustainable implementation practices over time.

Data. Table 54 displays the rubric scores indicating the functional level of implementation and development for each subgroup and participants overall.

Table 54

Frequency Table of Interview Responses for Step 5 by Interview Subgroup

Subgroup	Fully (4)	Mostly (3)	Limited (2)	Little or No (1)	Average	Rating
Principals		1	1		2.5	Limited
Teachers	1	2	1		3	Mostly
Coordinator		1			3	Mostly
Overall	1	4	2		2.85	Limited

The subgroups combined indicated the study school's program is at a level two, limited development and partial implementation. The data shows a wide span of rubric levels selected

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across subgroups, suggesting a schoolwide action plan for social emotional learning has not been fully developed and implemented.

The principal, again, identified a rubric score of three, mostly functional level of implementation and development, attributing this score to their action plan developed for the county mandated PBIS initiative. The assistant principal, who identified two, limited development and partial implementation, did not include PBIS, and instead, elaborated,

I'm in the process of trying to develop an action plan for next year. Namely the idea of merging the social emotional piece with the instructional piece. It's been, like, my own little private initiative and it's certainly not an action plan yet, but we are moving in that direction. It will probably be something that will ultimately mirror that needs assessment we mentioned in the last question around identifying what skill sets faculty need, especially what areas they lack, I mean, the instructional faculty members need support in providing holistic social, emotional learning experiences for students.

Like the administrators, the teachers' rubric scores and responses were also widely inconsistent and did not align on a unified schoolwide action plan for social emotional learning. One teacher, who selected a level three, mostly functional level of implementation and development, shared,

One role the principal asked me to take up is to apply my dissertation research to this pet project we are engaged in. I literally just started trying to train staff on action planning. We are in the early stages of learning how to action plan...in which the head of social emotional learning did participate So, there is an action plan that exists for them, but I am not sure of the impact of the action plan, because they started to do it.

Similar to the assistant principal suggesting social emotional learning is his private initiative, this teacher believes social emotional action planning is his pet project this year. The community

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outreach coordinator also believes social emotional learning action planning is something he is taking the lead on, at least from a PBIS standpoint. He elaborated on his level three, mostly functional level of implementation and development, rubric score, sharing,

We just finished phase one of a comprehensive plan for PBIS that we just finished yesterday. The first meeting was on the action plan. I feel like, again, it is by face, I guess. Like you know, there is a timeline, but I feel at points, same with restorative practices, it went sideways because we did not have enough resources. I am trying to take it back because I am taking the lead on it with PBIS.

This sentiment, coupled with the lack of consistent explanations across subgroups reinforces the overall average rubric selection for step five, developing an action plan is only at a state of limited development and partial implementation.

Findings. The contrast between both principal's scores and responses suggest the administration have an inconsistent understanding of action planning and how social emotional learning is, or is not, manifesting in the school. Further, the assistant principal's reference to action planning being a private initiative does not align with CASEL's recommendation that a vision and action plan should be developed by a school-wide steering committee to achieve a fully functional level of implementation and development. In addition to this, the administrators, teachers, and community outreach coordinators all have different understandings of how social emotional learning, and who is responsible for implementing it.

The wide variety of responses indicates social emotional learning action planning is happening in a variety of silos and not everyone is aware of what is happening. The lack of a unified steering committee engaged in action planning has a high potential to complicate social emotional learning program implementation. The lack of understanding around what constitutes

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social emotional learning and the inconsistent responses regarding who is leading the action planning suggests action planning is occurring in an inconsistent manner, if at all. It also suggests the overall rubric score of two, limited development and partial implementation, is likely accurate.

Step 6. Review and select evidence-based programs and strategies. To receive a fully functional level of implementation and development for step six, the steering committee and principal have identified an evidence-based program that meets the needs of identified in the needs and resource assessment.

Data. Table 55 displays the rubric scores indicating the functional level of implementation and development for each subgroup and participants overall.

Table 55

Frequency Table of Interview Responses for Step 6 by Interview Subgroup

Subgroup	Fully (4)	Mostly (3)	Limited (2)	Little or No (1)	Average	Rating
Principals			2		2	Limited
Teachers	1	2	1		3	Mostly
Coordinator		1			3	Mostly
Overall	1	3	3		2.71	Limited

The subgroups combined indicated the study school's program is at a level two, limited development and partial implementation. The data shows a wide span of rubric levels selected across subgroups, suggesting the selection of evidence based social emotional learning programs has not been fully developed and implemented.

Both principals rated their selection of an evidence-based program with a rubric score of two, limited development or partial implementation. In their responses, the principals threw out

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examples of the various initiatives they are implementing or will implement in the future, including PBIS, CASEL's Framework, and Newsela SEL.

The teachers also talked about the various programs and practices put into place, but also lack consistency in their rubric score selection and over all elaborations. Three teachers referenced restorative justice as an evidence based social emotional learning program. One of these teachers, who selected a level four, fully functional level of implementation and development, also referenced rubrics modeled after CASEL's competencies,

There are restorative justice circles that are held between students and students and staff and students. Those have been happening a year-round. I would say restorative practices are fully implemented and restorative justice is beginning to be implemented. CASEL's rubrics are also in place in all classrooms.

In contrast to this, another teacher, who identified a level two, limited development and partial implementation, commented on the lack of available programs and structure provided to support social emotional support overall.

There is only one program I've seen this year that is based on social emotional learning and it was a Newsela SEL package that came in the mail. I feel like that has resources for the classroom, but it's just something that was kind of launched with no further direction or suggestion on how to use it.

The community outreach coordinator also selected a rubric score of three, mostly functional level of implementation and development, attributing his scores to the study school's implementation of CASEL's model as well as other practices. He explains,

We have all of CASEL's labels, you put them on the wall, and you explain it, and we were becoming more structured. We also look at students and document their needs to

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find what evidence-based social emotional strategies we feel are needed, and if we feel that needs to be addressed with the other students as well.

This sentiment, coupled with the lack of consistent explanations across subgroups reinforces the overall average rubric selection for step six, reviewing and selecting evidence-based programs, is only at a state of limited development and partial implementation.

Findings. Despite the presence of programs, these responses indicate study school lacks a unified and cohesive approach to facilitate schoolwide communication and implementation of its social emotional learning program. The context supports the overall rating of a level two, limited development and partial implementation, and results in a situation where evidence-based social emotional learning is occurring on an inconsistent basis, if it is occurring at all.

Implementation phase. To achieve a fully functional level of implementation and development for the implementation phase, the initial professional development activities for an evidence-based program has been administered, the evidence-based social emotional learning program has launched in classrooms, the classroom-based social emotional learning programming has been expanded schoolwide, and the school engages in the process of adjusting for continual improvement. The data for steps seven through ten of the implementation phases have been organized into frequency tables by interview subgroup and overall to measure each steps' functional level of implementation and development. Select quotes have also been included to elaborate on and justify the overall rating.

Step 7. Conduct initial professional development activities. To receive fully functional level of implementation and development for step seven, trainers from evidence-based programs have conducted the initial professional development needed to ensure those implementing the program are grounded in its theory.

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Data. Table 56 displays the rubric scores indicating the functional level of implementation and development for each subgroup and participants overall.

Table 56

Frequency Table of Interview Responses for Step 7 by Interview Subgroup

Subgroup	Fully (4)	Mostly (3)	Limited (2)	Little or No (1)	Average
Principals		1	1		2.5
Teachers	1	2	1		3
Coordinator		1			3
Overall	1	4	2		2.85

The subgroups combined indicated the study school's program is at a level two, limited development and partial implementation. The data shows a wide span of rubric levels selected across subgroups, suggesting providing teachers with initial professional development activities and training has not been fully developed and implemented.

The principals were split on their rubric scores with the principal selecting a level three, mostly functional level of implementation and development, and the assistant principal selecting a level two, limited development and partial implementation. Both principals included an explanation of a training that was conducted over the summer on restorative justice practices in their answer. The principal responded,

Over the summer we do a restorative justice training, which I think very much aligns to SEL. We take our teachers, and we do nothing but train our teachers on restorative practices for an entire week unbothered with nothing else on the schedule. That's something that we started this past summer and it was led by someone who is trained on restorative practices.... In terms of SEL, we also bring students in as examples. Like different kinds of students teachers may encounter during the school year. We go over

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them, they share their stories and the teachers are able to answer or ask some of those questions that they may have if they're new and coming in to the school.

The teachers provided a wide range of responses suggesting an inconsistent reception of the training and understanding of social emotional learning. Their responses also reflected the lack of consistency regarding training and lack of follow up. One teacher, who was not present during the training administered over the summer, has received no formal training because it has not been revisited during the school year. Another teacher, who selected a level three, mostly functional level of implementation and development, responded,

It's kind of like, it wasn't enough. It was like one or two hours of sessions in all the sessions during the summer. So that was when had someone from the outside come to give a week-long training on restorative justice, and that was an outside person through the county. Then some the grief trauma things came from our social workers and social support staff. Those were hour long, like one- or two-hour long sessions during the summer. I would say though, as a whole a staff we are probably not well versed in the theories and principles of social emotional learning. Like I mentioned earlier, I think we recognize this but we haven't really addressed it yet as like staff wide, we fall back on social emotional learning as a behavioral management tool.

The community outreach coordinator selected a level three, mostly functional level of implementation and development, for the initial professional development activities administered. He also referenced the training focused on restorative practices in his response. He spoke to some of the challenges associated with administering the professional development, stating,

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For new teachers, we were trying to get these guys from Chicago who started the restorative practices to come, but we didn't have the money to get them here. But then we got this guy from the county to train the new teachers in terms of social emotional learning. I haven't seen, again, a thorough follow up with the new teachers to be honest with you.

In his response, the community outreach coordinator indicated there has not been a concerted effort to revisit or reinforce the training during the school year.

Findings. Social emotional learning as a behavior management tool was a common theme among teacher responses to this question. While behavior management and restorative practices are a few aspects of social emotional learning at the study school, they do not account for the full spectrum of social emotional learning opportunities outlined in CASEL's framework. The limited focus on restorative practices suggests teachers were only prepared in particular aspects of social emotional learning implementation, and not all. There also appears to be a focus on the instructional aspects of social emotional learning, rather than a schoolwide approach. The perception of social emotional learning as a behavioral management tool also suggests teachers are not necessarily being trained on instructional practices that facilitate actual social emotional learning, rather they are being trained on using social emotional learning as a classroom management strategy through restorative justice practices. Because the initial PD was focused on one aspect of social emotional learning, specifically behavioral management, and was not revisited throughout the school year, the rubric score of two, limited development and partial implementation is likely an accurate representation of step seven.

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Step 8. Launch social emotional learning instruction in classrooms. To achieve a fully functional level of implementation and development for step eight, teachers have begun implementing and reflecting on the evidence-based social emotional learning program.

Data. Table 57 displays the rubric scores indicating the functional level of implementation and development for each subgroup and participants overall.

Table 57

Frequency Table of Interview Responses for Step 8 by Interview Subgroup

Subgroup	Fully (4)	Mostly (3)	Limited (2)	Little or No (1)	Average	Rating
Principals			2		2	Limited
Teachers	1	2		1	2.75	Limited
Coordinator	1				4	Mostly
Overall	2	2	2	1	2.71	Limited

The subgroups combined indicated the study school's program is at a level two, limited development and partial implementation. The data shows a wide span of rubric levels selected across subgroups, suggesting teachers implementing and reflecting on the evidence based social emotional learning program has not been fully developed and implemented.

Both principals selected level two, limited development and partial implementation, indicating inconsistent implementation and reflection of the social emotional learning program across classrooms. The assistant principal shared,

Some teachers have begun using evidence-based programs in their classrooms on a limited basis. There are opportunities for these teachers to reflect specifically within our social work team and within our kid talk and SIT team meetings. Teachers have begun to reflect on the process of implementation and they're starting to share it in content team

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meetings and across grade level teams, like we're seeing a slow spread, it's just not happening system wide.

The assistant principal's justification of selecting a level two rubric score is reinforced by the inconsistent ratings from teachers for step eight further suggesting social emotional learning is happening at different levels and in different ways across classrooms. In their responses, many teachers indicated they could only speak to what they are doing in their classrooms and within their planning teams. One teacher, who selected a level three, mostly functional level of implementation and development, responded,

I don't know much about the NEWSELA SEL program and implementation for other teachers, I guess it depends. Some other teachers do use restorative circles a lot. I know a lot of them have used it also like near the beginning of the year to like help, you know, break the ice between students and build a sense of community throughout the year. For instance, there's this one cohort that is struggling with just how to be a good student and not be disruptive to other kids' learning. So, teachers, like myself, we've done circles in the class just to help the students express like how they feel in the room and if they think they've been helpful because we haven't seen improvement. We're kind of taking that to the next level and doing a full circle with all of the teachers on that team, myself included and Admin. Um, so that will be interesting. I'll often ask are we making responsible decisions or something like that. So that students start to realize, oh this is the kind of thing that not only affects my responsible decisions grades, but like this is what it means to be making responsible decisions like on an everyday basis.

The Community Outreach Coordinator selected a level four, fully functional level of implementation and development for step eight. In his response, the community outreach

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coordinator shared how the traditional educational model interferes with teachers' ability to implement consistent social emotional learning across classrooms,

In the classrooms, I don't think it's happening as much because the influences of being in this county and the model that they follow, the traditional model, it's not working. The new teachers have not bought into social emotional learning to the point of making it as important as the content and in the other areas where they would receive evaluation. The demands are changing every year. We have to find a way where we keep practicing what we know, but we also have to meet the county demands. What we are doing gives the interpretation that it is happening, but it does not necessarily happen that way.

While the community outreach coordinator assigned a high rubric score, his response outlined a number of barriers to implementing social emotional learning in classrooms.

Findings. The lack of awareness of what is going on in other classrooms suggest social emotional learning is occurring in an inconsistent manner and in silos making it difficult to ensure all students are receiving quality social emotional learning regardless of the classrooms they are assigned to. This context also makes it challenging to communicate best practices and engage in continual improvement. Teacher responses suggest there is no schoolwide mechanism to communicate how social emotional learning is happening schoolwide. The community outreach coordinator's explanation also echoes the lack of consistency across classrooms, making it challenging to implement social emotional learning schoolwide. This context suggests step eight is likely not being implemented with a fully functional level of implementation and development. This response, coupled with the wide range of responses across subgroups suggests step eight is being implemented consistent with level two, limited development and partial implementation.

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Step 9. Expand classroom-based social emotional learning program and integrate school-wide. To receive fully functional level of implementation and development for step nine, the classroom-based social emotional learning practices have been integrated schoolwide to support the students' social and emotional learning development.

Data. Table 58 displays the rubric scores indicating the functional level of implementation and development for each subgroup and participants overall.

Table 58

Frequency Table of Interview Responses for Step 9 by Interview Subgroup

Subgroup	Fully (4)	Mostly (3)	Limited (2)	Little or No (1)	Average	Rating
Principals			1	1	1.5	Little/No
Teachers	1		2	1	2.25	Limited
Coordinator		1			3	Mostly
Overall	2		3	2	2.28	Limited

The subgroups combined indicated the study school's program is at a level two, limited development and partial implementation. The inconsistent ratings across subgroups continue to reinforce that social emotional learning is happening inconsistently not only across classrooms, but also schoolwide.

The principal, who selected a rubric score of one, little to no functional level of development or implementation, called out areas where social emotional learning is mentioned schoolwide, like in the daily announcements and meeting agenda, however, he also mentioned social emotional learning is not being offered or implemented in a robust way to constitute schoolwide social emotional learning. The assistant principal, who selected level two, limited development and partial implementation, shared they are "seeing social emotional learning start to creep into other areas of the school, like extra curriculars and athletics", however, there has

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not been a concerted and coordinated effort to implement social emotional learning beyond the classroom.

The teachers selected a wide range of rubric scores. One teacher, who identified a level one, little to no development and implementation, responded, “I can’t speak to school-wide implementation because I kind of have no idea what the other teachers are doing.” Another teacher, who identified a level three, mostly functional level of implementation and development, shared social emotional learning “sits on the peripheral of all of these spaces. It’s not that I can’t think of instances where I know that SEL is involved... I just can’t speak to exactly to how it manifests in my colleagues’ classrooms.” The teachers’ responses to step nine limit social emotional learning to what is happening in the classroom during instruction.

The community outreach coordinator selected level three, mostly functional level of implementation and development, for step nine. In his explanation, he elaborated on the superficial nature social emotional learning is being implemented with at the study school. He explained,

I think there is a fine line between deep and shallow. I feel like teachers do understand the social emotional aspect of teaching students because that's what they are there for. How are they implementing that with the activities that they do? I'm sure that they assume that it's there because they want to practice. However, I think that we're not there yet. Not everyone is there.

This sentiment, coupled with the lack of consistent explanations across subgroups reinforces the overall average rubric selection for step nine, expanding the social emotional learning program schoolwide, is only at a state of limited development and partial implementation.

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Findings. The inconsistent approach and understanding to implementing social emotional learning schoolwide, it is likely the way social emotional learning is being implemented at the study school is more superficial than actual. The findings across subgroups reinforce the sentiment that social emotional learning program implementation is happening in silos. This context suggests structures and supports to facilitate social emotional learning schoolwide are not widely known or being implemented at all. The community outreach coordinator's response suggests there is a difference between talking about social emotional learning implementation and implementing it. Because of this, the overall rubric level two, limited development and partial implementation, is likely an accurate rating for step nine at the study school.

Step 10. Revisit implementation activities and adjust for continuous improvement. To receive a fully functional level of implementation and development for step ten, a plan for revisiting implementation activities and adjusting for continual improvement has been put in place to ensure high quality social emotional learning is occurring schoolwide.

Data. Table 59 displays the rubric scores indicating the functional level of implementation and development for each subgroup and participants overall.

Table 59

Frequency Table of Interview Responses for Step 10 by Interview Subgroup

Subgroup	Fully (4)	Mostly (3)	Limited (2)	Little or No (1)	Average	Rating
Principals		1	1		2.5	Limited
Teachers	1	1	2		2.75	Limited
Coordinator		1			3	Mostly
Overall	1	3	3		2.71	Limited

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The subgroups combined indicated the study school's program is at a level two, limited development and partial implementation.

The principals did not align on their rubric score, with the principal selecting a level three, mostly functional level of development and implementation. This score was again attributed to the county mandated PBIS program that requires the school engage in the process of continual improvement related to PBIS. The assistant principal selected level two, limited development and partial implementation, for step ten. In his response, he explained how challenging it is to maintain a strong focus on social emotional learning after the school year starts. He elaborated,

Social emotional learning is a focal point during the summer and then once the school year starts, it kind of happens in silos. We see it and, we just started having conversations, but all of that is happening more based on taking initiative than anything else. So, like, this year, we were kind of like voluntold by the county to build a PBIS program and that has forced us into engaging in continuous improvement and thinking about what our SEL program looks like. But I don't think that would have happened organically had we not been voluntold to launch a PBIS program. So now we've been meeting regularly around PBIS a lot, and a lot of those PBIS conversations have started to move towards how we are building and strengthening our social emotional learning program and specifically looking at how we can make students become a more vocal part of the restorative conversation. But that's only happening because we were given a mandate to launch the PBIS program.

The teachers' responses echoed similar sentiments where continual improvement for social emotional learning becomes more challenging during the school year because it competes with

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other programs and priorities. While none of the teachers could point to or describe a process to facilitate continual improvement, many indicated they assume administrators are engaging in continual improvement to some extent. For example, one teacher who selected level two, limited development and partial implementation, stated, “I am not really sure, but I assume they are meeting regularly, otherwise the things I am describe wouldn’t be happening like they are, but I cannot really speak to what they are doing.” Another teacher who selected a level two, limited development and partial implementation, explained, “I know we talked about it at the beginning of the year. It could be the case they are waiting for spring break or another monthly meeting for social emotional learning, and the improvement of the program, but nothing has come up.” Consistent with this, the community outreach coordinator, who selected a level three, mostly functional level of implementation and development, attributes the challenges associated with engaging in continual improvement to social emotional learning being implemented in competition with other academic programs and an overall lack of professional development. He explains,

Some adjustments have been made to make us grow. I think some of the adjustments are being done because they are necessary in order for the program to be successful. But again, I don’t feel like we are at the level where we are considering social emotional learning as important as the content level or other levels where we are assessing students. Some teachers are good at it, but the problem is that we have new stuff. You would hope that the seasoned staff would give support to the ones that are starting. The support that I have heard is “hanging in there” or “you’re going to get it,” you know. “Just go through the first year so you can understand what it’s about.” But I don’t feel that there’s enough

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professional developments to support and address the needs for social emotional learning or improvement.... It could improve. It certainly can improve if we are focused on it. This sentiment, coupled with the lack of consistent explanations across subgroups reinforces the overall average rubric selection for step ten, engaging in the process of continual improvement, is only at a state of limited development and partial implementation.

Findings. The inconsistent ratings across subgroups suggest that a process to engage in continual improvement has not been fully developed or implemented. The assistant principals' response suggests their program lacks the infrastructure to sustain effective and quality schoolwide social emotional learning program implementation. While leveraging the continual improvement process related to PBIS is a great way to start thinking about improving social emotional learning school wide, a separate continual improvement process focused on the different ways the study school is administering social emotional learning outside of PBIS does not exist. The community outreach coordinator's response suggests little effort is placed on the process of engaging in continual improvement to support social emotional learning implementation in classrooms and schoolwide. The lack of clarity around continual improvement from the teacher perspective suggests it may be happening in a limited and inconsistent manner, if it is happening at all. Consistent with the findings from other questions, the rubric scores selected for step ten are widely inconsistent within and across subgroups. Participant responses also reinforce the overall rating for step ten is likely accurate, and the process of continual improvement is a level two, limited development and partial implantation.

Sustainability factors. In addition to the three phases of the implementation cycle, *CASEL's Practice Rubric for Schoolwide SEL Implementation* also identified six sustainability factors indicative of effective social emotional learning programs when implemented with a fully

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functional level of implementation and development. These factors include ongoing professional development, evaluating practices and outcomes for improvement, developing an infrastructure to support SEL, integrating SEL framework school-wide, nourishing partnerships with families and community, and communicating with stakeholders. The rubric scores participants identified for each sustainability are displayed below using frequency tables. Select quotes from the interview have also been integrated to elaborate on participants' perceptions of the sustainability factors for social emotional learning at the study school.

Factor A: Provide ongoing professional development. To receive a fully functional level of implementation and development for Factor A, the principal has allocated enough resources to provide ongoing professional development and reflection opportunities for all staff.

Data. Table 60 displays the rubric scores indicating the functional level of implementation and development for each subgroup and participants overall.

Table 60

Frequency Table of Interview Responses for Factor A by Interview Subgroup

Subgroup	Fully (4)	Mostly (3)	Limited (2)	Little or No (1)	Average	Rating
Principals			1	1	1.5	Little
Teachers		2	2		2.5	Limited
Coordinator		1			3	Mostly
Overall		3	3	1	2.28	Limited

The subgroups combined indicated the study school's program is at a level two, limited development and partial implementation for Factor A.

The principal selected level one, little to no functional level of development and implementation. He explained there is no formal or concerted effort to train teachers throughout the school year, and training for social emotional learning has been limited to the summer

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sessions on restorative justice. The assistant principal, who selected level two, limited development and partial implementation, echoed these sentiments in his explanation. He shared,

Our schoolwide PD has been more focused more on instruction than social emotional learning. It is happening in some areas, but not as part of our whole school meetings... the right hand is not always aware of what the left hand is doing. There is a lack of consistency with the type of professional development that staff are receiving. It's happening, it's just not happening school wide. So, yes, there are opportunities for professional development, but I'm not sure how much reflection and feedback is taking place as a result of that professional development. And I'm not sure how active our faculty are as, as learners and growers within that PD, as opposed to just passive consumers of information.

The teachers' explanations cite similar reasons for their ratings for Factor A, suggesting that ongoing professional development for social emotional learning has been a challenge due to limited time during the school year, and greater focus being placed on academics and other programs over social emotional learning. One teacher who selected level two, limited development and partial implementation, explained,

When we are going through the onboarding process, and every time you are new staff you get that initial training on it, but ongoing professional development? No. I would say that hasn't happened. I would say all of our ongoing professional development has not been social emotional focused. It's not something that we are regularly developing or having meetings on. I don't think I've ever been to a team meeting where it's like social emotional has come up during it, but the focus of the meeting was academic based.

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Other teachers agree that professional developments focused on social emotional learning do not occur on an ongoing basis during the school year, however, there is intent and potential for this to grow.

The community outreach coordinator selected level three, mostly functional level of development and implementation. In his response, he mentioned social emotional learning is implemented in competition with other school programs, particularly academics. He elaborated, “What I noticed is that we don't consider the social emotional learning as at the top or equally with the rest, and it is falling behind.” This sentiment, coupled with the lack of consistent explanations across subgroups reinforces the overall average rubric selection for Factor A, ongoing professional development, is only at a state of limited development and partial implementation.

Findings. The lack of consistent ongoing professional development opportunities for social emotional learning likely influences the quality and consistency social emotional learning is implemented with, resulting in poorly coordinated efforts. This context likely translates into an inconsistent understanding of social emotional learning and program implementation, and social emotional learning occurring in silos. The inconsistent ratings across subgroups suggest that Factor A is a level two not fully developed or implemented, and therefore, ongoing professional development is likely occurring in a limited or inconsistent manner, if it is occurring at all.

Factor B: Evaluate practice and outcomes for continuous improvement. To receive a fully functional level of implementation and development for Factor B, the steering committee regularly evaluates outcomes for continuous improvement of schoolwide social emotional learning program implementation.

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Data. Table 61 displays the rubric scores indicating the functional level of implementation and development for each subgroup and participants overall.

Table 61

Frequency Table of Interview Responses for Factor B by Interview Subgroup

Subgroup	Fully (4)	Mostly (3)	Limited (2)	Little or No (1)	Average	Rating
Principals			2		2	Limited
Teachers		1	3		2.25	Limited
Coordinator			1		2	Limited
Overall		1	6		2.14	Limited

The subgroups combined indicate the study school's program is at a level two, limited development and partial implementation for Factor B.

Both principals have selected a level two, limited development and partial implementation, rubric score. The principal again referenced the process for continual improvement related to the county mandated PBIS initiative as an opportunity to evaluate other social emotional learning programs and practices at the school. The assistant principal referenced the inconsistent approach to evaluating outcomes across stakeholder groups in his response. He elaborated,

Again, silos, right? It's a conversation the administrative team is having, it's a conversation that our students support team is having, but we have not started having these conversations schoolwide. So, they exist but they're not robust. Like we're starting to analyze the data but we have not done anything with it.

The teachers' responses also reinforced the sentiment that Factor B is likely happening in some cases but not others. Each teacher interviewed indicated they are unsure what the school or other teachers are doing are doing to evaluate outcomes, suggesting inconsistent implementation of

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this sustainability factor. One teacher who selected level two, limited development and partial implementation, shared, “I’m not really sure how they evaluate practices and outcomes, like staff members or students...I guess I don't really know if we're doing a lot of that. That's something we could use it a lot to grow on.” Another teacher who also selected level two limited development and partial implementation, elaborated,

I would say we are in this process. This is something that has come up, how we evaluate and measure these things that are happening in our room. We have talked about this, that we were like all doing different instructional strategies and even with the circle stuff, like some of us are doing it, but we don't know if all of us are doing it. We're not sure as a school which teachers need support and have been quiet about that support. So, this is a new thing. There is a new effort... We are aware that the evaluative practices are needed, but we are not there yet.

The community outreach coordinator also selected level two, limited development and partial implementation, and explained social emotional learning is something his office focuses on more than other subgroups at the school,

I think that now it falls more on the student support office to show social emotional growth. I'm not sure if the teachers themselves are getting together to talk about that aspect and, or if they're required to do. I don't know, but I don't get the feeling that it's a conversation that happens all the time.

This sentiment, coupled with the lack of consistent explanations across subgroups reinforces the overall average rubric selection for Factor B, evaluating outcomes for continual improvement, is only at a state of limited development and partial implementation.

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Findings. The theme of social emotional learning occurring in silos was also echoed in responses across subgroups. The inconsistent rubric scores across subgroups, varying explanations of how the study school evaluates outcomes suggests the average rubric score of a two, limited development and partial implementation is an accurate representation of how the study school evaluates its outcomes.

Factor C: Develop and infrastructure to support social emotional learning programming. To receive a fully functional level of implementation and development for Factor C, the steering committee has created an infrastructure to support sustained social emotional learning and program implementation schoolwide.

Data. Table 62 displays the rubric scores indicating the functional level of implementation and development for each subgroup and participants overall.

Table 62

Frequency Table of Interview Responses for Factor C by Interview Subgroup

Subgroup	Fully (4)	Mostly (3)	Limited (2)	Little or No (1)	Average	Rating
Principals		1	1		2.5	Limited
Teachers		1	3		3.25	Mostly
Coordinator			1		2	Limited
Overall		2	5		2.28	Mostly

The subgroups combined indicated the study school's program is at a level two, limited development and partial implementation for Factor C.

The principal selected a level two, limited development and partial implementation, rating for Factor C. In his response, identified some structures in place to support social emotional learning, but indicated they function more superficially than as actual supports for social emotional learning. The assistant principal selected level three, mostly functional level of

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implementation and development. He also identified structures put in place to support social emotional learning. He explained,

This is probably the area where we're strongest. We built time within our instructional day to account for social emotional learning. Advisory is at time where a lot of our social emotional learning is theoretically supposed to happen, the challenge is then supervising the fidelity with which it's actually happening in advisory, there's a curriculum built, there's time allocated. Students are getting two and a half days a week where 40 minutes are devoted specifically to social emotional learning. But you know, we can build the structures and make them as firm as we can make them. But once we release responsibility on our staff, it's hard for us to know, you know, to what extent, do you know it's happening.

The teachers also agree there are structures in place to facilitate social emotional learning, but even with the infrastructure, social emotional learning occurs only in pockets. One teacher who selected level three, mostly functional level of development and implementation, explained,

The infrastructure is there... But I would say we just haven't, it doesn't have a name. It's not one cohesive thing. It's like with pockets of things happening all the time. So, we have those ongoing processes. And all of that is facilitated, but the only reason, I think we were able to maintain it and it takes place is because of our school model and the fact that we have these many support staff at our school. I would say it's a priority in our model and the structure of our school knows our kids needs it and it's built into what we do. But as far as research based SEL practices, and a cohesive initiative, it's a little bit scattered as we keep building the school. It's mostly functional that we successfully have all these things going on.

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The other teachers agree that a structure for social emotional learning is in place, but the extent to which it is actually happening, and happening well, is unknown.

The community outreach coordinator selected a level two, limited development and partial implementation. He believes funding is the greatest threat to the study school's infrastructure for social emotional learning. In his response, he explained a grant was used to fund the study school's alternative model that allowed for the inclusion of social emotional learning and an infrastructure to be created. However, because the grant funding no longer exists, the program suffers. He explained,

There has been a significant cut in terms of the money allotted to budget for these programs and support the infrastructure for social emotional learning. We are just trying to continue with what we had and what we have...Unfortunately, because the money is strained, I believe that he's not able to locate some additional funding to support the program.

This sentiment, coupled with the lack of consistent explanations across subgroups reinforces the overall average rubric selection for Factor C, developing an infrastructure to support social emotional learning, is only at a state of limited development and partial implementation.

Findings. Merely establishing an infrastructure for social emotional learning is not enough to ensure high quality social emotional learning is sustained. Funding, ongoing professional development, and a process for continual improvement are necessary to ensure social emotional learning is occurring as intended and with sustained effort. The consistent selection of rubric scores and common themes in their explanations indicate Factor C is likely being implemented consistent with the overall rating level two, limited development and partial implementation.

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Factor D: Integrate social emotional learning framework and practices schoolwide. To receive a fully functional level of implementation and development for Factor D, the steering committee has created and integrated a social emotional learning framework and practices schoolwide.

Data. Table 63 displays the rubric scores indicating the functional level of implementation and development for each subgroup and participants overall.

Table 63

Frequency Table of Interview Responses for Factor D by Interview Subgroup

Subgroup	Fully (4)	Mostly (3)	Limited (2)	Little or No (1)	Average	Rating
Principals			2		2	Limited
Teachers	2	1	1		3.25	Mostly
Coordinator			1		2	Limited
Overall	2	1	4		2.71	Limited

The subgroups combined indicated the study school's program is at a level two, limited development and partial implementation for Factor D. The principal and assistant principal both selected level two, limited development and partial implementation. They both attributed this rating to the fact that social emotional learning exists schoolwide, but are occurring on an inconsistent basis. The principal explained,

Everything we do is pretty much aligned to SEL. Some, I think with more fidelity than others, but it's embedded into everything that we do given that teachers have the option of selecting SEL skills as part of their way of assessing students in any given work that they are submitting.

The teachers selected a wide range of ratings for Factor D. Most of the teachers referenced social emotional learning rubrics used across classrooms to support schoolwide social emotional

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learning and meeting student needs. One teacher who selected level four, fully functional level of implementation and development, explained,

Yeah, I mean, our grading system is a pretty big part of our whole school where we focus on social emotional skills. We take the social and emotional needs of students into consideration before identifying disciplinary actions. We take that into account whenever we do anything with the student, it's part of any conversation surrounding the student, like where they are socially and emotionally.

Consistent with previous responses, the teachers identified structures and supports in place to facilitate social emotional learning. The community outreach coordinator communicated similar sentiments in his elaboration on selecting level two, limited development and partial implantation, for Factor D. He explained,

I think social emotional learning is expected, but not talked about...We are not building a program to sustain what we want to do...I think that we have fallen into what is the traditional model. The first two years people were very aware, but many of our original staff have left us. Now we have two years of new staff, plus trainings to clean up the vacancy for the ones that left us, and we are not talking about what we used to talk about.

This sentiment, coupled with the lack of consistent explanations across subgroups reinforces the overall average rubric selection for Factor D, integrating social emotional learning schoolwide, is only at a state of limited development and partial implementation.

Findings. Despite the structures and supports to support the integration of social the study school's emotional learning schoolwide, the common responses from participants indicate this is likely not the case. Because of this, social emotional learning is likely not fully developed or implemented schoolwide. Select stakeholders attributed this finding to the lack of consistent

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professional development and processes to engage in continual improvement. The wide range of responses and common themes identified in participant responses indicate Factor D is likely implemented consistent with the overall rating of level two, limited development and partial implementation.

Factor E: Nurture partnerships with families and the community. To receive a fully functional level of implementation and development for Factor E, the school leadership and the steering committee have established family and community partnerships that support and reinforce social emotional learning in school, at home, and in the community.

Data. Table 64 displays the rubric scores indicating the functional level of implementation and development for each subgroup and participants overall.

Table 64

Frequency Table of Interview Responses for Step E by Interview Subgroup

Subgroup	Fully (4)	Mostly (3)	Limited (2)	Little or No (1)	Average	Rating
Principals	1		1		3	Mostly
Teachers	1	1	2		2.75	Limited
Coordinator			1		2	Limited
Overall	2	1	4		2.71	Limited

The subgroups combined indicated the study school's program is at a level two, limited development and partial implementation for Factor E.

The principals widely departed in their scores. The principal selected a level two, limited development and partial implementation, for Factor E. He stated strong partnerships with community organizations is one area the study school excels in given its; however, engaging with families at the same level is not as strong. The assistant principal communicated similar

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sentiments in his elaboration, but selected level four, fully functional level of development and implementation, rubric score for Factor E. He explained,

For us, it's tricky because we have a pretty healthy partnership based within the community, but we struggled to get a family voice. Like part of this is actually quite strong and we have a pretty good partnerships and we are lean on them heavily to support and integrate social needs, emotional needs, academic needs, language needs into the, the overarching, overarching student experience. We just haven't really gotten a robust family voice to the table. Communication is not as streamlined as it could or should be. And when we're holding mandatory parent meetings, we're still only having about 20 or 30% of our parents show up.

This sentiment is also echoed in the teachers' responses who agreeing school does a great job engaging community partnerships, but engaging the family in students' social emotional learning is a challenge. One teacher who assigned a level two, limited development and partial implementation, explained,

What I've seen in my position most frequently is in parent teacher conferences, when we bring parents in, we try to talk to them about issues at home because re-unification can be so difficult. We talk about like just how things are at home with the kids and stuff like that. And you know, give them suggestions, talk about like different things they can do within the community to build stronger relationships with their kids. I don't know about any specific programs that our school hosts or anything with parents on a regular basis to encourage this. It's more something that comes into the conversation when parents come into the school or we call them or something like that.

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Another teacher who selected a level three, mostly functional level of implementation and development, talked about how teachers on cycle for evaluation are often encouraged to call home to engage parents in their students' learning, but this message is not communicated broadly to teachers who are not on cycle for evaluation.

The community outreach coordinator selected level two, limited development and partial implementation, for Factor E. The community outreach coordinator explained,

This is a very tricky question and I'm going to tell you what, not only do the kids that come to our school walk in with trauma, but parents probably have experienced trauma themselves. They're now in a country where they find a lot of challenges that they have face on a daily basis, and they have to prioritize what's more important to them... We have to trick the parents because we have to change their mindset. And what is the trick? The trick, I think, is that it is expected in American society that parents are involved with their kids' education regardless of age, and regardless of social background, so we need to instill that in our parents. Basically, we have to have parents assimilate to what is expected here when they have never been accountable for that and changing that you have to trick them.

This sentiment, coupled with the lack of consistent explanations across subgroups reinforces the overall average rubric selection for Factor E, nurturing partnerships with families and the community, is only at a state of limited development and partial implementation.

Findings. Given the context that the study school does not engage families at the same level as the community, implementation is not occurring at the level the assistant principal identified. Without more formal structures to engage parents on a regular basis outside of teacher evaluation and parent teacher conferences, Factor E will likely remain a challenge when

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it comes to engage parents in students' social emotional learning. The community outreach coordinator praised the strong community partnerships that enrich the student experience, but also commented on limited family engagement in students' social emotional learning.

Because of the additional work that needs to be done to engage families at the same level the study school engages the community in students' social emotional learning, the overall rating of a level two, limited development and partial implementation, is likely an accurate reflection of Factor E at the study school.

Factor F: Communicate with entire school community about social emotional learning program. To receive a fully functional level of implementation and development for Factor F, the steering committee regularly communicates the progress and outcomes of the social emotional learning program schoolwide.

Data. Table 65 displays the rubric scores indicating the functional level of implementation and development for each subgroup and participants overall.

Table 65

Frequency Table of Interview Responses for Step F by Interview Subgroup

Subgroup	Fully (4)	Mostly (3)	Limited (2)	Little or No (1)	Average	Rating
Principals			1	1	1.5	Little
Teachers	1	2	1		3	Mostly
Coordinator			1		2	Limited
Overall	1	2	3	1	2.42	Limited

The subgroups combined indicated the study school's program is at a level two, limited development and partial implementation for Factor F.

The principals could not align on their rating for Factor F. The principal selected level two, limited development and partial implementation, stating they include information on social

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emotional learning during recruitment and meeting with parents, but the information that exists is limited. The assistant principal, on the other hand, assigned a level one, little to no implementation and development. He explained they may be communicating information about the program but it does not involve much celebration. He shared,

We share updates and developments, but we're not, we're not celebrating successes. It's me sending around emails about social emotional learning. There's not as much of a celebration of success like there is with academic learning. It's more in isolation.

This context is also echoed in the teachers rubric scores and explanations. One teacher, who selected a level two, limited development and partial implementation, explained,

So again, it's a case by case basis how deep any of these connections go and how the frequency they happen and for whom they happen. So essentially if a student is exhibiting some sort of social emotional issue whether that's just classroom disruption or like genuine depression or whatever, anywhere on that spectrum, that triggers a phone call home and there are student praise referrals as well, and that would probably trigger a phone call home or some pair of contact, but that's not explicit in that process.

The teachers' responses largely focused on using social emotional learning as a behavior management tool to communicate positive and negative behaviors with the school and families for Factor F. The community outreach coordinator also identified level two, limited development and partial implementation, for Factor F. He explained the inconsistent approach to communicating program success with the school, families, and the community. In fact, he questions if it happens at all, at times. He explained,

My office has monthly parent meetings and we bring parents in so we can talk about their lack of understanding of how social emotional development impacts students learning. I

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dislike to say it, but it takes a crisis for them to know, to learn a little bit, or make it more personal. We are sending out newsletters. I think the administration wants us to disseminate information, and be in contact one on one, but I don't feel like they provide it in other venues. I am going to be honest with you, I am not sure if we are even doing this.

This sentiment, coupled with the lack of consistent explanations across subgroups reinforces the overall average rubric selection for Factor F, communicating about the social emotional learning program schoolwide, is only at a state of limited development and partial implementation.

Findings. The lack of coordinated communication and celebration schoolwide make challenging to know what is working with regards to social emotional learning and sharing best practices. It also likely contributes to social emotional learning being implemented in silos. The community outreach coordinator's response suggests by the time social emotional learning information makes it to families and the community, it is too late. Taking a more proactive approach that empowers parents to engage in their students' social emotional learning before issues occur would be a preferred approach. Additionally, the lack of a formal process to communicate social emotional successes and areas of growth not only inhibits parents' ability to participate in their students' education, it also limits their ability to participate in the creation and sustainment of an effective social emotional learning program. Because of this, it is likely Factor F is being implemented consistent with the overall rating of level two, limited development and partial implementation.

Overall functional level of development and implementation. After calculating the functional level of implementation and development for each step in the implementation cycle and each sustainability factor, an overall score for the program was generated.

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Data. The data is displayed in Table 66 below. This average indicates the study school's social emotional learning program is being implemented consistent with a rubric level of two, limited development and partial implementation.

Table 66

Overall Functional Level of Development and Implementation

Step/Factor	Overall Score	Rating
<u>Readiness Phase</u>		
Principal Commitment	3.28	Mostly Functional Development/Implementation
Steering Committee	2.57	Limited Development/Partial Implementation
<u>Planning Phase</u>		
Shared Vision	2.85	Limited Development/Partial Implementation
Needs Assessment	2.42	Limited Development/Partial Implementation
Action Plan	2.85	Limited Development/Partial Implementation
Evidence Based Program	2.71	Limited Development/Partial Implementation
<u>Implementation Phase</u>		
Initial PD	2.85	Limited Development/Partial Implementation
SEL in Classrooms	2.71	Limited Development/Partial Implementation
Expand Schoolwide	2.28	Limited Development/Partial Implementation
Continual Improvement	2.71	Limited Development/Partial Implementation
<u>Sustainability Factors</u>		
Ongoing PD	2.28	Limited Development/Partial Implementation
Evaluate Outcomes	2.14	Limited Development/Partial Implementation
Infrastructure	2.28	Limited Development/Partial Implementation
SEL Schoolwide	2.71	Limited Development/Partial Implementation
Family and Community	2.71	Limited Development/Partial Implementation
Communicate Success	2.42	Limited Development/Partial Implementation
Overall Rating	2.61	Limited Development/Partial Implementation

RQ1C Interview summary. Overall, the study school's social emotional learning program was rated a level two, limited development and partial implementation. Participants reported inconsistent rubric ratings for each step in the three phases of the implementation cycle

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and sustainability factors, and reported inconsistent elaborations on their rationale for selecting each score. These findings are consistent with the overall average of a level two, limited development and partial implementation, with data analysis across each step and factor suggesting social emotional learning program implementation is likely not happening on a consistent basis schoolwide, if at all.

RQ1D structures and supports. Interview participants were asked to provide access to various artifacts and resources for content analysis to determine what structures and supports exist at the study school to implement social emotional learning consistent with CASEL's Framework for Systemic Social Emotional Learning.

The Systemic Social Emotional Learning Implementation Coding Framework (see Appendix D) was developed to aid the researcher in identifying themes and indicators of social emotional learning that correspond with CASEL's Framework through deductive coding. This process includes reviewing artifacts and resources for the structures and supports that exist to implement social emotional learning consistent with CASEL's model as indicated by references to social emotional learning in the artifact, the presence of social emotional learning opportunities, and evidence of the five core competencies being implemented in the key areas. The researcher remained open to emergent themes during the coding process. Table 67 displays the requested artifacts to answer RQ1D. These resources have been organized and analyzed by each implementation area as structures and supports to aid in the facilitation of social emotional learning.

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Table 67

RQ1D: Social Emotional Learning Structures and Supports Data Collection and Analysis Matrix

Area	Requested	Provided	Indicator
Classroom Instruction	Lesson Plan Template	Y	Social emotional learning integrated into its objectives, activities, and resources
	SEL Standards	Y	Five social emotional learning competencies reflected in standards
	PD Schedule	Y	SEL focused PD
	Human Resources	Y	Support staff dedicated to SEL Instruction
	Resources for Direct Instruction	Y	Evidence of direct instruction
Schoolwide Policies and Procedures	Student Handbook	Y	Social emotional learning integrated throughout
	Staff Handbook	Y	Social emotional learning integrated throughout
	School Rules	Y	Social emotional learning integrated throughout
	Disciplinary Protocols	Y	Social emotional learning integrated throughout
	Human Resources	Y	Support staff dedicated to SEL in schoolwide Policies and Procedures
	School Schedule	Y	Dedicated Time for SEL
	PBIS Program	Y	Social emotional learning integrated throughout
	Information Schoolwide Goals	N	Social emotional learning integrated throughout
Family and Community Engagement	Family Engagement	Y	Invitations and opportunities to participate in SEL with students or schoolwide
	Community Engagement	Y	Invitations and opportunities to participate in SEL with students or schoolwide
	Clubs and Extracurriculars	Y	Social emotional learning integrated throughout descriptions
	Wrap Around Services	Y	Social emotional learning integrated throughout descriptions
	Human Resources	Y	Support staff dedicated to SEL in Family and Community Engagement
	Letters Home	Y	Social emotional learning integrated throughout descriptions

Classroom instruction. Classroom instruction is at the core of the key implementation areas outlined CASEL's Framework for Systemic Social Emotional Learning. Effective

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classroom instruction on social emotional learning includes opportunities for both direct instruction on the social emotional learning competencies and indirect instruction where social emotional learning opportunities are integrated in to academic content areas (CASEL, 2016). The following section will discuss the findings from content analysis to determine the types of structures and supports in place to facilitate social emotional learning consistent with CASEL's model at the classroom level. The following artifacts serve as the sources of data used for content analysis.

Lesson plan templates. Lesson plans are roadmaps teachers use to align the learning objectives, instructional resources, and assessments students will engage in. They are used to guide instruction achieve instructional goals. Much like academic content objectives, space dedicated to social emotional learning objectives in lesson plans should be apparent to facilitate direct or indirect social emotional learning instruction. The researcher requested access to the study school's lesson plan templates used to plan and facilitate social emotional learning during instruction. These templates were analyzed using the Systemic Social Emotional Learning Implementation Coding Framework (see Appendix D) to evaluate the structures and supports that exist during lesson planning to facilitate social emotional learning through direct instruction or indirect integration into academic content areas.

County mandated lesson plan template. The study school uses the county mandated lesson plan template to comply with the county's process for teacher planning and evaluation across the academic content areas. The high school reading and language arts lesson plan was provided as an exemplar for analysis in this study (see Appendix E). The templates across content areas generally follow the same structure with some adjustments made as needed to fit the content area. Content analysis found only one area of the lesson plan for social emotional

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skill integration on page two under Identify Strategies or Skill Objectives. This area of the exemplar was adapted by the study school to include its non-academic content skills, including critical thinking and social emotional learning. While space is dedicated for the inclusion of social emotional skills, there is no place for objective, instructional resource, or assessment alignment and integration. The lesson plan also provides little guidance regarding how to integrate social emotional skills or if their integration is even required.

Findings. Data analysis found the open-ended approach and structure to integrate social emotional learning into the county mandated lesson plan and academic content areas lack the necessary guidance to fully facilitate social emotional learning through classroom instruction. Because of this, the county mandated lesson plan was found to be not fully developed, and therefore, a structure to facilitate social emotional learning through academic instruction is not fully present, implemented, or evaluated. Without explicit guidance and areas in the lesson plan to integrate social emotional learning objectives, instructional resources, and assessment items, social emotional learning may not be fully integrated into students' learning experience at the classroom level. This context also suggests the county mandated lesson plan as a structure or support for social emotional learning is not fully developed and cannot be fully implemented to support actual social emotional growth and development through instruction.

Study school course map. The study school also provided accesses to the Course Planning Map (see Appendix F) as a resource teachers use to organize content into a project-based approach to learning that culminates in a mastery project. This planning map has an area dedicated to selecting the overarching social emotional learning skill being assessed; however, only three of CASEL's five competencies are listed for inclusion. There is no explicit space to include social emotional learning objectives, instructional resources, and assessments. The

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course-planning map has areas for teachers to describe the mastery project and any gradebook worthy assessments. Descriptions and rationales for social emotional learning could be integrated here, however, little guidance or direction is provided to ensure this happens or if this is required at all.

Findings. Similar to the adaptations made to the county mandated lesson plan, data analysis found the course-planning map has not been fully developed as a structure or support to ensure social emotional learning is occurring during instruction, and therefore, is not fully present, implemented, or evaluated. The open-ended structure and approach to integrating the study school's social emotional learning skills in the Course Planning Map suggests their integration may not be occurring on a regular basis or consistently across classrooms. Because the course-planning map has not been fully developed to include social emotional learning in the lesson plan, social emotional learning is likely not fully integrated or implemented at the classroom level to facilitate social emotional learning.

SEL standards. CASEL (2016) recommends the inclusion of social emotional learning standards help to establish a common language and understanding regarding students' social emotional learning and development. The study school has developed social emotional learning standards as a structure to support social emotional learning in the classroom as part of their Skill Progression and Grading System (see Appendix G).

While the Skills Progression and Grading System does include social emotional learning standards and information about the study school's scoring system, the guide provides little guidance on how these standards should be effectively applied facilitate learning and measure growth other than pasting the skill progressions and icons into curriculum planning documents, student activity guides, and mastery project documents. The standards in the guide are based on

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the competencies outlined in CASEL's Framework for Systemic Social Emotional Learning, but only include three of the five competencies, including relationship skills, responsible decision making, and self-management (CASEL, 2016). These standards are often used as a behavioral management tool in the classroom and include a five-point scale to evaluate students' social emotional growth and development in the classroom as part of their grade. While the five-point scale attempts to evaluate students on these competencies as they would appear in the classroom context, each level of the scale does not fully reflect CASEL's intended definition for each competency. Rather, the descriptions provided are focused more on classroom management and behavior rather than displaying the actual competency. The last two pages of the guide provide a high-level overview of the grading protocols at the study school, but provide little information regarding the approach to social emotional learning skill integration or evaluation.

Findings. Data analysis of the Skill Progression Guide and Grading System and the social emotional learning standards suggest this resource has not been fully developed to include all of CASEL's social emotional learning competencies and direction on how to implement the social emotional learning skills into instruction and evaluation other than making the skill rubrics visible on documents students engage with. The lack of information and guidance regarding how to implement this guide and evaluate students' social emotional learning for all CASEL's competencies suggests this guide is also not fully present, implemented, or evaluated in addition to not being fully developed. This context suggests social emotional learning evaluation is not fully integrated into students' learning experiences at the study school.

PD schedule. To ensure effective social emotional learning is occurring throughout the school year, CASEL recommends teachers and other stakeholders engage in ongoing professional development that allow them to deepen their knowledge and reflect on their current

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practices (CASEL, 2016). When asked for the professional development calendar, the study school provided access to their Team Meeting Dates (see Appendix H). This calendar shows the teachers and staff meet regularly throughout the school year, but the calendar does not specify the topics covered at each meeting or call out when social emotional learning professional development occurs. The lack of explicit information around professional development focused on social emotional learning suggests this may not be occurring at the study school on a consistent basis, if at all.

Findings. Data analysis found that professional development related to social emotional learning instruction and evaluation has not been fully developed at the study school. Because of this, it is not likely professional developments focused on social emotional learning are fully present, implemented, or evaluated at the study school. The lack of professional development related to social emotional learning also suggests that teachers may not be aware of and are likely not implementing the best practices and evidence-based approaches to social emotional learning in the classroom, and therefore, students are likely not receiving quality and consistent social emotional learning experiences in the classroom.

Human resources to support social emotional learning through instruction. Social emotional learning has been integrated as part of the school's alternative instructional model; however, there are no teachers or staff dedicated to social emotional learning instruction at the school. Rather, academic content teachers, also referred to as "success coaches" are asked to integrate social emotional learning into their classroom instruction and lead a period called "advisory" to facilitate social emotional learning at the study school.

A total of 26 teachers have been hired to facilitate instruction in their academic content areas and during advisory (see Appendix I). This cohort includes four English teachers, four

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Math teachers, four Science teachers, four Social Studies Teachers, two Technology teachers, two Spanish teachers, two ESOL teachers, one Music teacher, one Library and Media Specialist and one Special Education teacher. The county provides the study school with an instructional coach; however, it is not clear what the role of the instructional coach is, the kinds of support teachers are provided by the instructional coach, and if social emotional learning is supported by this role.

The study school was also established in partnership with a network established to support international students' academic achievement. Under this model, the study school is provided a program manager, mastery specialist, and instructional director who ensure the instructional model is implemented consistent with INSP's instructional model to support the academic achievement of the 100 percent ESOL and international student population. It is not clear, however, the role these positions play in supporting teachers or facilitating social emotional learning opportunities for students.

Findings. Data analysis found no additional human resources dedicated to supporting students' social emotional learning, growth, and development in the classroom. Because of this, human resources dedicated to social emotional learning in the classroom have not been developed, and therefore, is likely not present, implemented, or evaluated at the study school. This context likely influences the quality and consistency of social emotional learning experiences across classrooms at the school.

Resources for direct instruction. In addition to evaluating lesson plan templates in the academic content areas, the researcher asked to access any other resources used to facilitate direct social emotional learning instruction in the classroom.

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No lesson plan template focused on direct instruction for social emotional learning was provided for analysis. Rather, the study school provided access to the Defining Advisory Overview (see Appendix J) to gain insight into the study school's advisory structure to facilitate what they consider direct instruction for social emotional learning. According to this resource, the purpose of the advisory instructional period is to focus on whole-student development and provide students opportunities to remediate or accelerate their learning in a personalized manner that promotes social emotional growth and development.

According to this overview, teachers, or “success coaches,” are responsible for facilitating and evaluating students' social emotional learning as outlined during four periods on a weekly basis. Day one involves engaging students in discussion on select topics related to social emotional learning, although these topics and their alignment with the study school's social emotional learning standards or CASEL's five competencies is not clear from the overview provided. Day 2 involves community-building activities to establish stronger bonds between students and teachers; however, it is not clear from the overview which standards are competencies are being developed during community building activities. Day 3 and 4 involve student progress monitoring where students review their academic and social emotional growth and development, make progress towards completing their academic coursework and projects, or engage in English language proficiency development. Again, it is not clear from the overview how social emotional learning is being integrated into the progress monitoring days. Additional resources to facilitate direct social emotional learning instruction during advisory were requested, but not provided for analysis.

Findings. While a structure for direct social emotional learning instruction is present, it is not clear what is actually being facilitated during the advisory period across classrooms or if

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the advisory periods are aligned with CASEL's model and framework. Because this structure is present, but not fully developed, it is not likely social emotional learning is being implemented or evaluated on a quality and consistent basis across classrooms at the study school.

Schoolwide policies and procedures. According to CASEL's implementation cycle, once social emotional learning has been established in the classroom, the policies and practices should be expanded schoolwide (CASEL, 2016). Effective integration into schoolwide policies and procedure results in a context where social emotional learning is reinforced in the school's function and culture. The following section will discuss the findings from content analysis to determine the types of structures and supports in place to facilitate social emotional learning consistent with CASEL's model at the schoolwide policies and level.

Student and family handbook. The Student and Family Handbook is the first resource students receive upon enrolling at the study school. This handbook outlines the study school's mission, vision, values, policies, and procedures so students are aware of school function and expectation. To ensure social emotional learning is occurring schoolwide, CASEL recommends integrating social emotional learning in schoolwide policies and procedures to ensure it becomes part of the school's culture (CASEL, 2016).

The Student and Family Handbook is a great place to raise student and family awareness to the school's commitment to social emotional learning as part of its instructional model. The following areas of the Student and Family Handbook were analyzed as structures and supports to facilitate social emotional learning consistent with CASEL's model.

Principal's address. CASEL recommends integrating social emotional learning into all aspects of school culture and function to ensure it is integrated schoolwide. While the Principal's opening address in the Student and Family Handbook (see Appendix K) has the potential to serve

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as a wonderful overview to the school's alternative model and commitment to social emotional learning, the principal does not explicitly call out social emotional learning or its value in the opening address. Rather, he outlines the study school's school values including empowerment, collaboration, and critical thinking, all values that social emotional learning and CASEL's competencies could support, but he does not link these values to social emotional learning. He goes on to describe student, teacher, and school accomplishments and the school's approach to personalized learning, but falls short of including information about social emotional learning and the benefits associated with developing these skills.

Findings. Data analysis finds this structure to not be fully developed regarding the integration of social emotional learning, and therefore, social emotional learning is not fully present, implemented, or evaluated in this structure.

School mission, vision, and values. CASEL strongly recommends including the commitment to social emotional learning in the school's mission and vision statement to ensure it becomes part of school function and culture. The Student and Family Handbook includes the study school's Mission, Vision, and Values (see Appendix L).

The study school's mission does call out a competencies-based approach to learning is focused on students' academic and emotional development. It describes the study school as a community school that serves English Language Learners through a competencies-based approach. Our mission is to academically and emotionally prepare a learning community that can undertake the daily challenges common to the human experience through collaboration, critical thinking, and experiential learning opportunities.

The competencies-based approach to education references the skills-based approach to mastery not only in academic content areas, but also through social emotional learning. Rather than

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explicitly calling out how social emotional learning will be used to emotionally prepare students to undertake daily challenges common to the human experience, the mission calls out the study school's core values of collaboration, critical thinking, and experiential learning.

The study school's vision also speaks to the competencies-based approach to personalized learning, but falls short of explicitly calling out how social emotional learning is integrated in the school's vision. The vision also references the study school's approach to "whole-student development that empowers students to navigate their communities, advocate for personal growth, and succeed in a diverse and evolving global society." While "whole student development" and "empowerment" suggest a degree of social emotional learning and awareness, the lack of explicitly calling how social emotional learning is integrated and manifested through the school's vision leaves much room for interpretation on how the students, teachers, and the schools should engage in social emotional learning to achieve its vision.

Finally, the study school's values also fall short of explicitly calling out social emotional learning. Rather, the school's values seek to ensure all stakeholders in the community are empowered, collaborative, and critical thinkers.

Findings. While social emotional learning can be integrated in a way to accomplish the values called out in the school's mission and vision statement, social emotional learning and the five competencies are not explicitly called out as values that contribute to the production of students and stakeholders who are empowered, collaborative, or critical thinkers. This structure, therefore, falls short of facilitating social emotional learning consistent with CASEL's model.

Bell schedule. As part of a schoolwide approach to systemic social emotional learning, CASEL recommends dedicating time throughout the day to focus on social emotional skill

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development through direct instruction, indirect instruction, other schoolwide opportunities, and with the family and community (CASEL, 2016).

The school's Bell Schedule (see Appendix M) outlines the opportunities to engage in social emotional learning throughout the school day. In addition to the integration of social emotional learning into academic content areas, the bell schedule indicates there is time set aside daily for students to engage in social emotional learning during the Advisory and Club block first period every day. The inclusion of social emotional learning opportunities is so critical to the school, the first period advisory or club block is also included in the two-hour early dismissal schedule and the two-hour day schedule.

Findings. Data analysis finds the school mission, vision, and values to lacks the necessary dedication and attention to social emotional learning to ensure it is fully integrated in the school's culture and function. Because of this, the school's mission, vision, and values as a structure to support social emotional learning has not been fully developed, and therefore, social emotional learning is not fully present, implemented, or evaluated in this structure.

Mastery based learning and grading policy. CASEL recommends integrating social emotional learning opportunities at the same level of importance as academic learning opportunities (CASEL, 2016).

The Mastery-Based Learning and Grading Policy (see Appendix N) is an idea space to elevate social emotional learning mastery and grading to the same level as grading in the academic content areas. Other than the list of social emotional learning skills, including all five of CASEL's social emotional learning competencies under the "skills" header, there is no mention of evaluating these social emotional learning competencies in the study school's mastery-based approach to learning.

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Findings. While a grading structure to evaluate students' social emotional learning skills exists, data analysis suggests the mastery-based learning and grading policy is not fully developed or present in a manner that fully represents social emotional learning through student evaluation. The lack of guidance and expectations in the handbook leave room for interpretation of how social emotional learning should be implemented and evaluated. Because of this, it is not likely the mastery-based learning and grading policy implemented or evaluated in a manner that is fully inclusive of students' social emotional learning consistent with CASEL's model.

For parents. CASEL recommends engaging family and community partnerships in their model to facilitate social emotional learning schoolwide (CASEL, 2016).

The "For Parents: How to Your Students Succeed in Our School" section of the Student and Family Handbook (see Appendix O) is a wonderful opportunity to provide parents with information and tips to engage in their students' social emotional learning opportunities. This section of the handbook does not explicitly call out ways to engage in students' social emotional learning opportunities at the study school. The list does recommend helping students set goals, setting high expectations, getting involved to participate in school events, building relationships with teachers, and spending time at the school, there are no tips for parents to engage with their students in social emotional skill development, nor is the value of social emotional learning and CASEL's approach discussed.

Findings. Because this structure does not explicitly call out CASEL's competencies or implementation areas, this structure falls short of facilitating social emotional learning consistent with CASEL's model.

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Leadership support. The leadership support section (see Appendix P) of the Student and Family Handbook is an area where social emotional learning could be explicitly talked about as a component of leadership development.

This section of the handbook calls out Advisory and After-School Tutoring as two structures to facilitate leadership development. In this section, Advisory is described as a “scheduled course to create a venue for addressing non-academic challenges students face that may have an impact on their schoolwork, but also to serve a significant academic counseling component as well.” Skills like work habits, time management, and goal setting, are mentioned as being explicitly taught to support student growth. After-school tutoring is also described as an opportunity to provide students with small group academic support, allowing them additional time to complete assignments and receive test preparation assistance.

Findings. While these structures are referenced as opportunities for leadership development, the descriptions of these structures do not explicitly discuss social emotional learning as a component of leadership development. These structures, therefore, fall short of being considered fully developed to support the social emotional growth of students who participate. Because of this, they are also not completely present, implemented, or evaluated in a way that supports students’ social emotional learning, either.

Extra curriculars, athletics, and community partners. Additional school-wide structures that could facilitate social emotional learning include extra curriculars, athletics, and through community partnerships.

The Extra Curriculars, Athletics, and Community-Based Organizations section of the Student and Family Handbook (see Appendix Q) speaks to purpose of these structures, but the descriptions also fall short of explicitly calling out how social emotional learning is integrated in

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these areas. The Extracurricular Activities section calls out the existence of different during and after school opportunities for students to participate in, but no description or reference to social emotional learning is made in these areas. Similarly, the Athletics section calls out the existence of athletic opportunities and how to get involved, but falls short of describing the ways social emotional learning has been integrated into athletics to support students' social emotional growth and development. The Community Based Organizations Section describes some of the partnerships the school engages with to meet student need.

Findings. While the descriptions of the organizations describe the services and supports provided by the community-based organizations, this section too falls short of explicitly calling out the ways social emotional learning has been integrated to engage community-based organizations or support students' social emotional growth and development. Because these structures have not been fully described as supporting students' social emotional learning, it is likely they are not present, implemented, or evaluated in a way that facilitate students' social emotional learning or is consistent with CASEL's model.

Health, safety, and wellness. The Health Safety and Wellness section (see Appendix R) of the Student and Family Handbook is a space where social emotional growth and development could be described as part of students' overall health and wellbeing. It could also be used as an opportunity to talk about the ways the study school is meeting students' social emotional needs through its social emotional learning program.

This section talks about the school's commitment to creating and sustaining healthy learning environments for students by meeting the criteria set forth by the Alliance for a Healthier Generation's Healthy Schools Program. These criteria do not have an explicit mention to social emotional learning as a component of healthy schools. This section could have acted

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as an opportunity to talk about how the study school goes beyond meeting these standards by also creating social emotional learning opportunities for students to reinforce the healthy school initiative.

This section of the handbook also talks about the School Safety Rules. The study school adheres to the county mandated Student Code of Conduct and enumerates several guidelines students are expected to comply with. However, this section makes no mention to how social emotional learning has been integrated into the county mandated rules to support students' growth and development or regulate school disciplinary function.

Restorative justice is mentioned as an additional disciplinary protocol the study school uses resolve disciplinary issues at the study school. This section describes restorative justice as a framework that move away from punitive disciplinary measures to an approach that allows students to repair the harm done to the school community. The handbook states restorative practices will allow the study school to “offer a supportive environment that can improve learning, as well as socio-emotional learning” and that the implementation of restorative practices have been found to shown a “decrease in student misconduct while improving student’s socio-emotional learning.” The process and rational of restorative practices are described in the handbook as when students cause harm to the community, they acknowledge and repair the harm caused to the community. The student is held accountable to repair the harm and restore relationships within the school community. Families and community partners are also engaged as needed. Restorative justice is explicitly called out as being the school’s philosophy for developing the school’s climate and culture. It is used “not only to prevent student misconduct, but to foster a sense of community among staff, students, families, teachers, administrators, and

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specialists.” The goal of this is to produce students who are emotionally intelligent and capable of accepting others.

Findings. While restorative justice is an approach to discipline, the study school uses to manage student conduct; it is only part of what CASEL considers a schoolwide social emotional learning program. The lack of social emotional learning being integrated into the county mandated discipline protocols or what is considered a healthy school suggest these structures have not been fully developed to support students’ social emotional growth and development, except for the development of the restorative justice protocols. Because of this, it is not likely social emotional learning as being considered a component of a healthy school or part of the county mandated disciplinary protocols are fully present, implemented, or evaluated. The infraction process and disciplinary policies will be discussed in the context of the Staff Handbook in the next section.

Human resources to support social emotional learning. The study school has a variety of staff in positions to support students’ needs beyond the classroom.

The Staff Directory (see Appendix S) indicates the school staffs one principal and one assistant principal to oversee school function and schoolwide policies and procedures; however, explicit roles and responsibilities related to social emotional learning program implementation are not provided. The school also staffs two social workers, one peace officer, one pupil personnel worker, a community outreach caseworker, and two counselors. While there are not job descriptions indicating the roles and responsibilities for each of these positions, or the role they each play in the school’s social emotional, there is a large volume of positions in place to support students’ non-academic needs.

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Findings. The lack of specific information or roles to support social emotional learning suggests this structure has not been fully developed to facilitate students' social emotional learning, and while positions are present, these roles may not be implemented or evaluated in a manner that supports students' social emotional learning or program implementation consistent with CASEL's model.

Staff handbook. The Staff Handbook is the first resource staff receives upon enrolling at the study school. This handbook outlines the study school's mission, vision, values, policies, and procedures so staff is aware of their role as well as school function and expectation. To ensure social emotional learning is occurring schoolwide, CASEL recommends integrating social emotional learning in schoolwide policies and procedures to ensure it becomes part of the school's culture. The Staff Handbook is a great place to raise staff awareness to the school's commitment to social emotional learning as part of its instructional model. The following section outlines additional areas from the Staff Handbook that were not already analyzed in the Student and Family Handbook as structures and supports to facilitate social emotional learning consistent with CASEL's model.

Principal's address. Similar to the Principal's Address in the Student and Family handbook, the Principal's Address in the Staff and Faculty Handbook (see Appendix T) also falls short adequately integrating social emotional learning. The handbook states, "Our mission is to academically and emotionally prepare a learning community that is able to undertake daily challenges common to the human experience through collaboration, critical thinking, and experiential learning opportunities." While this address mentions students will be emotionally prepared to face life challenges, social emotional learning is not explicitly called out as how this

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will occur, nor is there a statement regarding the value or approach to social emotional learning at the study school.

Findings. Data analysis finds this structure to not be fully developed regarding the integration of social emotional learning, and therefore, social emotional learning is not fully present, and likely not implemented, or evaluated in this structure.

Health, safety, and wellness. In addition to the information provided in the Student Handbook in the Health, Safety and Wellness section, the Faculty and Staff Handbook has some additional contextual information in its' Health, Safety, and Wellness section (see Appendix U).

The additional Health, Safety, and Wellness information states that the study school is rolling out a new discipline and praise referral system to be implemented during the 2018-2019 school year. Rather than tying the discipline and praise referrals to the social emotional learning program or competencies, the handbook states, "We have categorized all of our discipline and praise procedures and consequences with our core school values of empowerment, collaboration, and critical thinking, and aligned them with restorative practices to strengthen our community." While social emotional learning is not explicitly called out in this process, the new praise and discipline referral forms do require family engagement in students' behaviors as all forms require a signature from a parent. The handbook also states the likely lack of fidelity in implementing these forms by stating, "We are still transitioning from a traditional model, so you will see a conglomeration of practices as we move this along and train the appropriate staff and students to create the systems needed to have a full restorative justice system." This statement indicates the establishment of a schoolwide disciplinary process is still being developed.

Findings. The disciplinary practices outlined in the Staff and Faculty Handbook suggest even though a structure has been developed monitor student behavior, it is likely not fully

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present, implemented, or evaluated schoolwide. Furthermore, because this structure does not integrate social emotional learning, other than restorative practices, it is not considered a fully developed resource to support the implementation of CASEL's model, and therefore CASEL's model is likely not present, implemented, or evaluated through this structure either.

Infraction process. The study school's Infraction Process (see Appendix V) maps different disciplinary offences or praise worthy actions to the study school's core values. Guidelines for using the forms have also been provided. Neither the Infraction Process nor the Discipline and Praise referral forms explicitly call out social emotional learning or CASEL's model. There is no explanation on how social emotional learning is being integrated into the disciplinary protocols at the school, and there is no mention of social emotional growth activities for students to engage in to reflect on or learn from their behaviors. According to the guidelines, one intervention must be identified prior to completing a disciplinary referral, however no social emotional learning interventions are provided. Rather county mandated Response to Intervention (RTI) protocols and resources are provided as a means to correct student misbehavior. The RTI resource (see Appendix W) provided for content analysis includes space and opportunities for the selection of evidence-based intervention programs, again fall short of explicitly offering social emotional learning interventions for to learn and grow from mistakes.

Findings. While an infraction process is in place, it does not appear to be developed with the goal of integrating social emotional learning or CASEL's model. Therefore, this structure has not been wholly developed, and is likely not present, implemented, or evaluated in a manner that supports the implementation of CASEL's model at the study school.

Disciplinary protocols. A Discipline Overview (see Appendix X) was provided to contextualize the study school's approach to discipline. This resource provides a history of

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discipline practices at the study school and the progression of restorative practices as a means to manage behavior. While the county-mandated Positive Behavior Interventions and Supports protocols (PBIS) are also mentioned as a structure in place to manage behavior at the study school, the school's approach to integrating social emotional learning into its disciplinary protocols is not mentioned. The overview then breaks down behaviors into two sections with recommendations on faculty and staff actions after a first, second, and third offense. These sections include behaviors that could require intervention from outside/administrative intervention and behaviors that should be managed by classroom teachers. Neither of these sections describes how social emotional learning or CASEL's model is being integrated into the disciplinary protocols to mitigate the infections, and many punitive measures are also outlined as appropriate responses to student misbehavior like a phone call home, or removal of privileges. The overview then provides schoolwide expectations for students mapped to the school's core values, but again, lacks an explicit call out or integration of social emotional learning in what is expected of students. Schoolwide consequences are also outlined at the end of the overview, and lacks the necessary integration of social emotional learning to manage behavior or promote social emotional growth and development as a result of misbehavior. In fact, many traditional approaches to discipline are outlined as appropriate responses to manage behavior including suspension and expulsion.

Findings. While a structure is in place to manage student discipline and the study school claims to implement an alternative approach to discipline, including restorative justice practices, this resource many traditional and county mandated approaches are being used in place of social emotional learning to manage behavior. Because of this, this structure was not developed with the inclusion of social emotional learning, and therefore, social emotional learning is likely not

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present, implemented, or evaluated in a way that supports social emotional learning consistent with CASEL's model, and really, social emotional learning through disciplinary protocols at all.

Community based organizations. Similar to the Community Based Organization section of the Student and Family Handbook, the Staff and Faculty Handbook's Community Based Organization section features other organizations that support the instructional model and student need (see Appendix Y). The additional organization featured in the Staff Handbook served as the study school's technical advisor for a startup grant received from Carnegie to found the school's alternative model and competencies-based approach to evaluation. This structure however, falls short of integrating social emotional learning in a manner that communicates how community partners engage with students and social emotional learning opportunities at the school.

Findings. Because this artifact does not integrate social emotional learning or CASEL's model, the study school has likely not developed a structure that supports the inclusion of social emotional learning, and therefore, social emotional learning is likely not present, implemented, or evaluated in a way that supports social emotional learning consistent with CASEL's model.

Mastery overview. In addition to the "Mastery Based Learning and Grading Policy" outlined in the Student and Family Handbook's Master, the Staff and Faculty Handbook includes a Mastery Overview Section (see Appendix Z). The Mastery Overview section provides additional context regarding the grading system at the study school. According to this overview,

The primary goal of the system is to facilitate conversations between teachers, students, and family members around student growth and progress. The system should therefore provide a holistic view of the student that can be used during student, parent, and teacher conferences.

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To accomplish this goal, a competencies-based approach to evaluating students' growth and progress by integrating "social-emotional competencies, language acquisition and development competencies, and critical thinking competencies into a traditional standards-based content mastery approach, ultimately allowing for more holistic, student-centered growth." The progression to demonstrate mastery are outlined with a Level 1 indicating Beginning stages of development and a Level 5 being considered College Level. In the skills section of the Mastery Overview, all five of CASEL's Social Emotional Learning Competencies are outlined as areas for mastery.

Findings. While this information suggests that students are being evaluated for social emotional growth based on CASEL's model, the mastery overview falls short of explain how CASEL's model is integrated into its competencies-based approach to evaluation for mastery. Further, the skills are not defined and no direction is provided on how to evaluate students for mastery of the social emotional learning skills. This data suggests that social emotional learning and CASEL's model was considered in the development of this structure, however, the structure is not fully developed to support social emotional learning implementation consistent with CASEL's model. Because of this, this structure is also likely not wholly present, implemented, or evaluated in a manner that supports social emotional learning or CASEL's model.

General school procedures. CASEL recommends integrating social emotional learning into the schoolwide policies and procedures so it becomes part of school culture. The General School Procedures section of the Faculty and Staff Handbook (see Appendix AA) is an ideal way to integrate social emotional learning and CASEL's model into the day-to-day function of the school so teachers and students are aware of the ways social emotional growth and development is being integrated schoolwide, however, the procedures outlined in this section make no mention

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of social emotional learning and how it is integrated into general school policies and procedures. This section does outline the procedures for students to meet with a social worker or school counselor, but again, falls short of calling out the ways these positions may support or provide social emotional learning opportunities.

Findings. Because the General Procedures section falls short of integrating social emotional learning into its overview and process, it is likely a structure to integrate social emotional learning into to schoolwide policies and procedures has likely not been developed, and is therefore, not present, implemented, or evaluated in a manner that supports social emotional learning consistent with CASEL's mode.

Classroom routines and procedures. The Classroom Routines and Procedures section of the Faculty and Staff Handbook (see Appendix AB) is another place where any practices, policies, and procedures related to implementing social emotional learning in the classroom can be described (CASEL, 2016). This section of the handbook, again, makes no mention of social emotional learning or CASEL's model including under the "Managing the Learning Environment" subsection.

Findings. Because social emotional learning is not explicitly called out in the Classroom Routines and Procedures section of the handbook, it is likely a structure to support social emotional learning through classroom policies and procedures has not been developed, and therefore, social emotional learning through classroom policies and procedures is likely also not present, implemented, or evaluated in a manner that supports social emotional learning consistent with CASEL's model.

PBIS program. A link to the study school's Positive Behavior Interventions and Supports Team Meeting Agenda (see Appendix AC) was provided to gain insight into how the

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study school using this county-mandated program manages student behavior. The handbook indicated in the 2017-2018 school year, select staff attended a PBIS training.

In the 2018–2019 school year, the agenda indicates the study school has only met one time on PBIS implementation in February of 2019. The agenda indicated the next meeting was supposed to occur on March 9, 2019, but no additional notes were added. The agenda also does not provide any information regarding the study school’s implementation of PBIS prior to February of 2019.

Findings. While the presence of an agenda and the reference to ongoing meetings suggest PBIS is occurring at the study school, the lack of information provided indicates this structure has not been wholly developed, and therefore, is likely present, implemented, or evaluated in a manner that supports social emotional learning consistent with CASEL’s model.

Schoolwide goals. An indication social emotional learning is being taken seriously is that it has been tied to school goals and the school is actively engaging in the process of meeting those goals.

While this information was requested, it was not provided, suggesting schoolwide goals related to social emotional learning might not have been developed.

Findings. Because no information regarding the schoolwide goals was provided, this structure is likely not present, implemented, or evaluated in a manner that supports students’ social emotional learning consistent with CASEL’s model.

Family and community engagement. The following section will discuss the findings from content analysis to determine the structures and supports in place to facilitate social emotional learning consistent with CASEL’s model at the family and community engagement level.

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Family engagement. The study school uses a variety of structures to engage families in school function and students' academic growth; however, it is not clear that parents are being engaged in their students' social emotional learning through these structures. The School Year Calendar (see Appendix AD) indicates parents have an opportunity to come to school during the countywide Back to School Night and Parent Teacher Conferences.

The study school's Back to School Night flyer (see Appendix AE) makes no mention of social emotional leaning being integrated into the evening and no information related Parent Teacher Conferences was provided.

The PTSA Workshop Invitation (see Appendix AF) suggests the study school does have a Parent Teacher School Association (PTSA), however, only states the meeting is an "information workshop about the PTSA and upcoming projects for the End of the School Year." This suggests they are trying to engage family members in joining the PTSA and encourage participation in school activities in December of the school year. No agenda or information was provided to indicate parents would engage in their students' social emotional learning at the meeting.

A Family Orientation Day Invitation (see Appendix AG) was also where parents would receive information on a variety of programs and services offered at the school, however, social emotional learning was not mentioned. The December 2018 Issue of the study school's Family Corner News Letter (see Appendix AH) was provided as an example of newsletters being used to engage families in school functions and opportunities from the Parent Engagement Office. While the document suggests the school invites families to the school on a regular basis, neither a schedule nor agenda for meetings was provided. The events in the newsletter are also mostly academic focused including a college night, the PTSA, and the school's attendance policy.

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Findings. Data analysis indicates while structures exist to engage family in students' academic learning, the resources fall short of clearly integrating social emotional learning into the announcement. Because of this, it is likely the structures in place to support social emotional learning consistent with CASEL's model have not been developed, and therefore, are likely not present, implemented or evaluated either.

Community engagement. The study school uses a variety of structures and partnerships to engage the community in school activities and function. CASEL (2016) recommends engaging community partnerships and organizations in its social emotional learning program to create a more comprehensive approach to social emotional learning. The following artifacts were analyzed to determine the structures in place to support social emotional learning and community engagement.

Community based organizations, wrap around services. The Student and Family Handbook (see Appendix Q), Staff and Faculty Handbook (see Appendix Y), and Partnership PowerPoint (see Appendix AI) describe a variety of programs and services students can qualify for at the study school. These artifacts, however, fall short of explicitly calling out the ways these community-based organizations and wrap around services support students social emotional learning consistent with CASEL's model. Some description of the community-based organizations is provided in the Partnership PowerPoint (see Appendix AI); however, these descriptions also fall short of aligning the community-based organizations and wrap around services to CASEL's model or describe how the organizations and services meet facilitate social emotional learning.

Findings. The lack of explicitly calling out social emotional learning in the artifacts provided for analysis suggest a structure to support social emotional learning consistent with

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CASEL's model through community-based organizations has not been fully developed, and therefore is likely not present, implemented, or evaluated either.

Clubs and extra curriculars. The club and extracurricular sections of the Student and Family Handbook (see Appendix Q) and the Staff and Faculty Handbook (see Appendix Y) outline club and extracurricular activities available to students at the study school. The artifacts provided from the clubs and extracurriculars sections of the Student and Family Handbook and the Staff and Faculty Handbook describe the club and extracurricular offered overall and the process for being accepted; however, these artifacts make no mention of social emotional learning or how it is integrated into these areas.

Findings. The artifacts fall short of integrating social emotional learning in a manner that describes how the clubs facilitate, integrate, or support students' social emotional growth and development consistent with CASEL's model. Data analysis suggests a structure to support social emotional learning consistent with CASEL's model through clubs and extra curriculars has not been fully developed, and therefore is likely not present, implemented, or evaluated either.

Human resources. Similar to the Staff Directory (see Appendix S) for implementing schoolwide policies and procedures, the study school has a variety of staff in positions to support family and community engagement.

The directory indicates the study school staffs a community outreach caseworker, two social workers, one peace officer, one pupil personnel worker, and two counselors. While there are not job descriptions indicating the roles and responsibilities for each of these positions, or the role they each play in the school's social emotional, these positions suggest there are human resources to engage families and community partners in students' learning. This resource,

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however, falls short of describing the ways these staff engage in or facilitate social emotional learning through their role.

Findings. While roles do exist, the lack of specific information or roles to support social emotional learning suggests this structure has not been fully developed to adequately engage family and community partnerships in students' social emotional learning. Further, while positions are present, these roles may not be implemented or evaluated in a manner that supports students' social emotional learning or program implementation consistent with CASEL's model.

RQ1D Structures and supports summary. Data analysis of the artifacts for RQ1D indicate the structures and supports in place at the study school have not been developed in a manner that facilitates social emotional learning consistent with CASEL's model including classroom instruction, schoolwide policies and procedures, and family and community engagement. Because of this, the structures are also not wholly present, implemented, or evaluated in a manner that supports social emotional learning or program implementation consistent with CASEL's model, and therefore, social emotional learning and program implementation consistent with CASEL's model is likely occurring on an inconsistent basis, if at all.

RQ1E Adherence to Five Competencies

Interview participants were asked to provide access to various artifacts and resources for content analysis to determine the extent to which the study school adhered to implementing CASEL's core competencies consistent with CASEL's Framework for Systemic Social Emotional Learning. The competencies (see Figure 20) include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

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The Systemic Social Emotional Learning Implementation Coding Framework (see Appendix D) was developed to aid the researcher in identifying themes and indicators of social emotional learning that correspond with CASEL's Framework through deductive coding. This process includes reviewing artifacts and resources for CASEL's core competencies to determine the extent of adherence to implementing CASEL's competencies in the key implementation areas. The researcher examined artifacts to determine if each competency was fully evident, particularly evident, or not evident. The researcher remained open to emergent themes during the coding process. Table 68 displays the requested artifacts to answer RQ1E. These resources have been organized by each implementation area to determine the extent to which each social emotional learning core competency was adhered to in each area.

Table 68

RQ1E: Artifacts for Adherence to Social Emotional Learning Competency Implementation

Competency	Artifact	Indicator of Competency Implementation	Access?
Classroom Instruction	SEL Standards	Presence of CASEL's 5 social emotional learning competencies in social emotional learning standards	Y
	Lesson Plan Exemplars	Presence of CASEL's 5 social emotional learning competencies in objective, activities, and assessments	Y
	School Mission	Presence of CASEL's 5 social emotional learning competencies in school mission	Y
	School Vision	Presence of CASEL's 5 social emotional learning competencies in school vision	Y
Schoolwide Policies and Procedures	School Rules	Presence of CASEL's 5 social emotional learning competencies in school rules	Y
	Disciplinary Protocols	Presence of CASEL's 5 social emotional learning competencies in the disciplinary protocols	Y
	Schoolwide Goals	Presence of CASEL's 5 social emotional learning competencies in schoolwide improvement goals	N
Family and Community Engagement	Opportunities for family engagement in social emotional learning	Presence of CASEL's 5 social emotional learning competencies in opportunities for family and community engagement	Y
	Opportunities for community engagement in social emotional learning	Presence of CASEL's 5 social emotional learning competencies in club and wrap around service offerings	Y

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Classroom instruction. Classroom instruction is the first key implementation area in CASEL's model to facilitate social emotional learning (CASEL, 2008). CASEL (2016) recommends integrating social emotional learning in the classroom through both direct and indirect instruction for each competency. The following resources were provided as artifacts for content analysis to determine the extent to which the study school adhered to implementing CASEL's five competencies in the classroom.

Social emotional learning standards. CASEL (2016) recommends schools develop stand-alone social emotional learning standards that can be used to facilitate and evaluate social emotional learning. Despite the Mastery Based Learning and Grading Policy in the Student and Family Handbook (see Appendix N) and the Mastery Overview section in the Faculty and Staff Handbook (see Appendix Z) where all five social emotional learning competencies are listed as skills to be evaluated, no rubrics or guidance on how to develop and evaluate these social emotional skills was provided in these handbooks.

The Skills Progression and Grading System (see Appendix G) includes progressions for three out of five of CASEL's competencies including relationship skills, self-management, and responsible decision making. Self-awareness and social awareness are not listed as competencies in this resource intended to guide teachers in evaluation schoolwide. The definitions of the competencies provided by the study school's skill progressions do not fully represent the skills as defined by CASEL's model.

CASEL (2016) defines relationship skills as being able to establish and maintain healthy relationships through clear communication, cooperation, conflict resolution, and avoiding negative pressures. The study school adapted CASEL's definition for application in the classroom based on the skill progression presented in Appendix G. While the progression does

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speak to some of the aspects of CASEL's relationship skills definition, it is not clear how all aspects of these skills are integrated into the progression. Further, it is not clear how students are engaging in or applying the full spectrum of relationship skills as a social emotional learning competency. The evidence provided for these competencies suggests that CASEL's adherence to relationship skills is only partially evident.

CASEL (2016) defines self-management as being able to regulate emotion and behaviors in a variety of contexts resulting in stress management, impulse control, and goal attainment. The study school adapted CASEL's definition for application in the classroom based on the skill progression presented in Appendix G. While the progression does speak to some of the aspects of CASEL's self-management definition, it is not clear how all aspects of these skills are integrated into the progression. Further, it is not clear how students are engaging in or applying the full spectrum of self-management as a skill. The evidence provided for this competency suggests that CASEL's adherence to self-management is only partially evident.

CASEL (2016) defines responsible decision making as being able to make decisions and interact with others in a constructive and ethical manner. The study school adapted CASEL's definition for application in the classroom based on the skill progression presented in Appendix G. While the progression does speak to some of the aspects of CASEL's responsible decision-making definition, it is not clear how all aspects of these skills are integrated into the progression. Further, it is not clear how students are engaging in or applying the full spectrum of responsible decision making as a skill. The evidence provided for this competency suggests that CASEL's adherence to self-management is only partially evident.

Findings. Because these resources do not provide progressions for all five of CASEL's (2016) competencies, the evidence for social emotional learning consistent with CASEL's (2008)

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model is only partially evident into classroom instruction. In addition to falling sort of demonstrating how all CASEL's social emotional learning competencies have been integrated into classroom instruction, the resources provided only focuses on skill evaluation. These resources fall short of demonstrating how CASEL's competencies have been integrated in all areas of classroom instruction, including planning, preparation, and lesson implementation, and thus the ways all CASEL's competencies are implemented through classroom instruction is not fully evident, and therefore likely not occurring.

Lesson plan exemplars. To underscore the instructional implementation of CASEL's (2016) social emotional learning competencies across classrooms, the researcher requested teachers provide access to sample lesson plans they feel best represent social emotional learning as it occurs in their classrooms during their interviews. The following section discusses data analysis associated with four lesson plan exemplars provided by each teacher interviewed for data analysis followed by an analysis of overall findings.

Lesson plan exemplar 1. The first lesson plan exemplar (see Appendix AJ) provided for content analysis does not actually include the county mandated lesson plan or any lesson plan at all. Rather, instructional resources were provided for a substitute teacher day, as well as follow up resources to foster student reflection on their behavior during the substitute teacher day.

The substitute teacher day resources allowed students an opportunity to submit make up work, work on current assignments, or complete extra credit. The substitute work did not integrate any of CASEL's five competencies into the instructional resources.

The reflection resources do integrate one of CASEL's competencies, self-management, for students to assess their ability to stay on task with a substitute present. The PowerPoint slides define what self-management means in relation to the classroom activity and teacher's

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understanding including controlling emotions, focusing on work, and pacing; however, this resources does not align with CASEL's definition of self-management as outlined in Figure 20, "managing one own's behaviors and emotions to achieve one's goals" (CASEL, 2016).

The PowerPoint slides provided for analysis do define what self-management does and does not look like in the classroom, the tone feels punitive and like the teacher reprimanding the class rather than invoking other social emotional learning competencies, like self-awareness and social awareness, for students make connections between themselves and the environment to make progress towards greater self-management. The summary slide, for example, says, "Nobody wants to babysit you... You are expected to do your work, even if no one is watching you."

To support the PowerPoint, three differentiated versions of a Self-Management Reflection Worksheet were provided, one for students who were on track, a second for students who were somewhat on track, and a third for students who did not stay on track to complete their substitute teacher work. These resources echoed the sentiment of the PowerPoint by indicating the points each student received correlated with each level of engagement while the substitute was there. This approach already provides an extrinsic and punitive means of evaluation rather than facilitating social emotional growth and development for students to learn from their mistakes other than answering a few questions. The worksheet where students did not participate and received a low score was supposed to be signed by not only the student's success coach or advisory teacher, but their parents as well. While this approach does involve the school community and parents, it serves more as a behavior report card, and does not offer students an opportunity to learn from their mistakes by changing their behavior (CASEL, 2016).

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Findings. While social emotional learning is mentioned in these resources, instruction is not being delivered in a way that fosters actual self-management growth and development. They lack adequate lesson planning and information that tie objectives to instructional resources and assessment items together; so much of the intent was inferred from the resources themselves. It is also not clear how objectives, instructional activities, and assessment items are integrated into students' learning to foster social emotional growth. Finally, the lack of including all CASEL's (2016) social emotional learning competencies, in addition to no formal lesson plan, suggests they are not fully evident in these resources.

Lesson plan exemplar 2. The second lesson plan exemplar (see Appendix AK) provided for content analysis appears to use the county mandated lesson plan format. This lesson plan allows for the integration of content, language objectives, as well as critical thinking skills, however, it lacks the integration of the social emotional learning competencies. None of CASEL's five competencies is mentioned throughout the lesson plan either. Social emotional skills could have easily been integrated however, as the learning objective calls upon students to "prepare and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively." While this objective invokes the sentiments of CASEL's social emotional learning competencies, like self-awareness, social awareness, and relationship skills, it falls short of explicitly mentioning and fully integrating these skills. The lesson plan also lacks the necessary alignment and sequencing of activities and assessment to foster social emotional growth and development for any of the social emotional learning competencies.

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Findings. CASEL's five social emotional learning competencies are not fully evident in this plan, nor is a lesson plan structure to support the facilitation of social emotional growth and development evident.

Lesson plan exemplar 3. The third lesson plan exemplar (see Appendix AL) provided for analysis also departs from the county mandated template. This lesson plan does include a rubric for CASEL's relationship skills social emotional learning competency, however, it also falls short of integrating objectives, instructional resources, and assessment items to monitor students' growth and development related to this skill. The objective provided does lend itself to the greater integration of CASEL's skills, but falls short of doing so. It states, "I will be able to collaborate to share information with my group and the class by writing a reflection and making a small group presentation." The act of collaborating does invoke several of CASEL's social emotional learning competencies, however, they are not explicitly called out, and none of the instructional activities and sequencing seek to develop any of the CASEL's competencies in the plan.

Findings. Because only relationship skills are mentioned as an evaluation tool and the lesson plan structure does not lend itself to social emotional skill developed, CASEL's five social emotional learning competencies are not fully evident in this plan, nor is the structure support the facilitation of social emotional growth and development evident.

Lesson plan exemplar 4. Similar to the second lesson plan exemplar provided for analysis, the fourth lesson plan (see Appendix AM) appears to leverage the county mandated lesson plan template, however, without the adjustments for the inclusion of CASEL's social emotional learning competencies. The lesson plan does allow for the integration of content and language objectives for students to meet, and does not mention any of CASEL's competencies.

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The lesson plan also lacks the necessary alignment and sequencing of activities and assessment to foster social emotional growth and development for any of the social emotional learning competencies.

Findings. CASEL's five social emotional learning competencies are not fully evident in this plan, nor is a lesson plan structure to support the facilitation of social emotional growth and development evident.

Findings from lesson plan exemplar analysis. Content analysis of the lesson plan exemplars indicate the presence of CASEL's five social emotional learning competencies are not fully evident, and the lesson plan structures in place do not support social emotional learning consistent with CASEL's model. Therefore, the lesson plan provided lack sufficient evidence to prove the study school adheres to implementing CASEL's five competencies as intended.

Schoolwide policies and procedures. Similar implementing CASEL's five competencies through classroom instruction as a key implementation area, CASEL's five social emotional learning competencies should also be evident in the study school's policies and procedures to ensure they are adhering to implementing CASEL's model as intended.

Mission, vision, and core values. Content analysis of the study school's mission, vision, and core values (see Appendix L) indicates none of CASEL's five competencies have are present, therefore, CASEL's competencies are not fully evident in this structure. While the mission does indicate the study, school is working towards student emotional growth; it falls short of calling out the core competencies to do this. Further, rather than call out the social emotional learning skills in the core value section as a foundation and precursor to the core values listed of empowerment, collaboration, and critical thinking, it also falls short of

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integrating the social emotional learning competencies in a manner that renders them fully evident. In fact, they are not evident at all.

Findings. CASEL's five social emotional learning competencies are not fully evident in this plan, and likely not integrated or implemented as part of the school's mission, vision, and core values. Therefore, the study school falls short of adhering to implementing CASEL's competencies in this structure.

Health, safety, and wellness. Similar to the content analysis conducted on the study school's mission, vision, and core values, the health, safety, and wellness section also falls short of mentioning any of CASEL's social emotional learning competencies, indicating they are not evident in this structure. This section does focus on a conversation related to restorative justice practices at the school as a means of moving away from punitive disciplinary practices in favor of restoring harm caused to a community; however, the restorative practices described do not integrate any of CASEL's competencies in a manner where they are evident in this structure.

Findings. Because CASEL's five competencies are not fully evident in this structure, it is likely the study school also falls short of adhering to implementing them through this structure.

Schoolwide goals. Schoolwide goals were not provided for content analysis. The lack of sufficient evidence provided makes it challenging to determine the extent to which the five competencies are integrated into the study school's goals, if they are integrated at all.

Findings. Because no artifacts were provided for analysis, there is not sufficient evidence to determine adherence to implementing CASEL's five competencies.

Family and community engagement. The final key implementation area CASEL's five social emotional learning competencies should be evident in is through family and community engagement to ensure adherence to CASEL's model.

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Opportunities for family engagement. The resources provided for content analysis regarding family engagement including the School Year Calendar (see Appendix AD), the Back to School Night flyer (see Appendix AE) the PTSA Workshop Invitation (see Appendix AF), the Family Orientation Day Invitation (see Appendix AG), and the December 2018 Issue of the study school's Family Corner News Letter (see Appendix AH) also make no mention of CASEL's five social emotional learning competencies.

Findings. Content analysis found that none of the artifacts provided for family engagement mention CASEL's five competencies, and therefore, CASEL's competencies are not evident in these structures. Because of this, it is likely the study school is not adhering to implementing CASEL's model.

Opportunities for community engagement. The community-based organizations outlined in the club and extracurricular sections of the Student and Family Handbook (see Appendix Q) and the Staff and Faculty Handbook (see Appendix Y) fail to mention CASEL's five social emotional learning competencies indicating they are not fully evident in this structure. The Community Partnership PowerPoint (see Appendix AI) also fall short of integrating CASEL's five social emotional learning in a manner that suggests they are present in this structure.

Findings. Content analysis found that none of the artifacts provided for family engagement mention CASEL's five competencies, and therefore, CASEL's competencies are not evident in these structures. Because of this, it is likely the study school is not adhering to implementing CASEL's model.

Findings from family and community engagement content analysis. Content analysis indicates CASEL's five social emotional learning competencies are not integrated in a manner

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where they are fully evident in the resources provided for the family and community engagement key implementation area, and therefore the study school is not adhering to implementing CASEL's core competencies through family and community engagement.

Overall findings from content analysis for RQ1E. While the study school claims they are implementing social emotional learning and CASEL's model, the resources provided for content analysis indicate that the social emotional learning competencies are not fully evident in any of the key implementation areas, including classroom instruction, schoolwide policies and procedures, and family and community engagement. This context suggests the study school is not adhering to implementing CASEL's competencies in the key implementation areas in the manner CASEL prescribes, and therefore, the study school is likely not implementing CASEL's model as intended.

Qualitative data analysis and findings summary (RQ1C-RQ1E). Qualitative content analysis was conducted to analyze open response interview questions as well artifacts provided for content analysis. The findings from each research question indicate the study school fell short of implementing CASEL's model as intended. For RQ1C, overall analysis indicates the study school is at a level two, limited development and partial implementation for each step in the implementation cycle and for each sustainability factor. For RQ1E, content analysis founds the study school's structures and supports to facilitate social emotional learning consistent with CASEL's model have not been fully developed, and therefore, social emotional learning is likely not implemented or evaluated through this structure. Finally, for RQ1F, CASEL's competencies were not fully evident in the artifacts to gauge adherence, and therefore, the study school only minimally adhered to implementing CASEL's model. The overall findings from qualitative

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analysis indicate the study school only minimally adhered to implementing CASEL's model during the first semester of the 2018-2019 school year.

RQ1 adherence to CASEL's model overall. To answer the overarching research question, RQ1: To what extent did the alternative high school adhere to implementing CASEL's implementation process during the first semester of the 2018-2019 school year?, the researcher matched patterns from the sub-research questions to CASEL's Framework for Systemic Social and Emotional Learning to determine the extent to which the study school adhered to CASEL's model during the first semester of the 2018-2019 school year.

Data. Table 69 displays the findings from pattern matching the data to CASEL's framework.

Findings. The findings that follow are organized by the different artifacts analyzed in each implementation area to answer the overarching research question, RQ1, to what extent did the study school adhere to implementing CASEL's model during the first semester of the 2018-2019 school year.

Classroom instruction. According to the teacher survey, teachers consistently report strong perceptions of understanding, valuing, and endorsing social and emotional learning for all students, strong perceptions of understanding, valuing, and endorsing social and emotional learning for all students, and strong perceptions of key accelerators for social and emotional learning including barriers to implementation and desire for more professional development. The functional level of development and implementation of the social emotional learning program, however, was found to be at the stage of limited development and partial implementation. Further, the structures and supports, like lesson plan templates, and social emotional learning standards, were not fully developed in a manner that would facilitate social emotional learning

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consistent with CASEL's model. Teachers believe that more professional development would help improve program quality. Pattern matching also established that the study school did not adhere to implementing CASEL's five competencies in each of the three key implementation areas. Therefore, the findings from pattern matching indicate the study school only minimally adhered to implementing CASEL's model through classroom instruction, if at all.

Table 69

RQ1: Adherence to CASEL's Framework for Systemic Social and Emotional Learning

Variable	Sub-Variable	Findings
Classroom Instruction	Teacher Perceptions (RQ1B)	Teachers understand, value, and endorse social and emotional learning for all students
		Teachers consistently reported strong perceptions of understanding, valuing, and endorsing social and emotional learning for all students
		Teachers believe social emotional learning helps students achieve in school, work, and life
		Teachers consistently reported believing social emotional learning helps students achieve in school, work, and life
	Functional Level of Development and Implementation (RQ1C)	Teachers identify key accelerators for social and emotional learning
		Teachers consistently reported strong perceptions of key accelerators for social and emotional learning including barriers to implementation and desire for more professional development
		Limited Development/Partial Implementation
	Implementation Phase: SEL in Classroom	
	Lesson Plan Template	Not fully developed to administer CASEL's model as intended, and therefore, not fully present, implemented, or evaluated
Classroom Instruction	SEL Structures and Supports (RQ1D)	Not fully developed to administer CASEL's model as intended, and therefore, not fully present, implemented, or evaluated
		Not fully developed to administer CASEL's model as intended, and therefore, not fully present, implemented, or evaluated
		Not fully developed to administer CASEL's model as intended, and therefore, not fully present, implemented, or evaluated
	PD Schedule	Not fully developed to administer CASEL's model as intended, and therefore, not fully present, implemented, or evaluated
		Not fully developed to administer CASEL's model as intended, and therefore, not fully present, implemented, or evaluated
		Not fully developed to administer CASEL's model as intended, and therefore, not fully present, implemented, or evaluated
	Human Resources	Not fully developed to administer CASEL's model as intended, and therefore, not fully present, implemented, or evaluated
		Not fully developed to administer CASEL's model as intended, and therefore, not fully present, implemented, or evaluated
		Not fully developed to administer CASEL's model as intended, and therefore, not fully present, implemented, or evaluated
	Resources for Direct Instruction	Not fully developed to administer CASEL's model as intended, and therefore, not fully present, implemented, or evaluated
Classroom Instruction	Adherence to Implementing SEL Competencies (RQ1E)	CASEL's five competencies are not fully evident, therefore, there is low adherence to CASEL's model
		CASEL's five competencies are not fully evident, therefore, there is low adherence to CASEL's model
		CASEL's five competencies are not fully evident, therefore, there is low adherence to CASEL's model
	SEL Standards	
	Lesson Plan Exemplars	
	SEL Standards	

(continued)

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Table 69

RQ1: Adherence to CASEL's Framework for Systemic Social and Emotional Learning

Variable	Sub-Variable	Findings
Principal Perceptions (RQ1A)	Attitudes about social emotional learning	Both principals reported strong positive attitudes consistently
	Social emotional learning implementation	Inconsistent responses and low perceptions of social emotional learning implementation
	Pathways to increased social emotional learning	Inconsistent responses and low perceptions regarding pathways to increased social emotional learning
	Assessing social emotional learning	Inconsistent responses and low perceptions of assessing social emotional learning
	Readiness Phase: Principal Commitment	Mostly Functional Development/Implementation
	Readiness Phase: Steering Committee	Limited Development/Partial Implementation
	Planning Phase: Shared Vision	Limited Development/Partial Implementation
	Planning Phase: Needs Assessment	Limited Development/Partial Implementation
	Planning Phase: Action Plan	Limited Development/Partial Implementation
	Planning Phase: Evidence Based Program	Limited Development/Partial Implementation
	Implementation Phase: Initial PD	Limited Development/Partial Implementation
	Implementation Phase: Expand SEL	Limited Development/Partial Implementation
	Schoolwide Implementation Phase: Continual Improvement	Limited Development/Partial Implementation
	Sustainability Factor: Ongoing PD	Limited Development/Partial Implementation
	Sustainability Factor: Evaluate Outcomes	Limited Development/Partial Implementation
	Sustainability Factor: Infrastructure	Limited Development/Partial Implementation
	Sustainability Factor: SEL Schoolwide	Limited Development/Partial Implementation
Schoolwide Policies and Procedures	Functional Level of Development and Implementation (RQ1C)	
	Attitudes about social emotional learning	Both principals reported strong positive attitudes consistently
	Social emotional learning implementation	Inconsistent responses and low perceptions of social emotional learning implementation
	Pathways to increased social emotional learning	Inconsistent responses and low perceptions regarding pathways to increased social emotional learning
	Assessing social emotional learning	Inconsistent responses and low perceptions of assessing social emotional learning
	Readiness Phase: Principal Commitment	Mostly Functional Development/Implementation
	Readiness Phase: Steering Committee	Limited Development/Partial Implementation
	Planning Phase: Shared Vision	Limited Development/Partial Implementation
	Planning Phase: Needs Assessment	Limited Development/Partial Implementation
	Planning Phase: Action Plan	Limited Development/Partial Implementation
	Planning Phase: Evidence Based Program	Limited Development/Partial Implementation
	Implementation Phase: Initial PD	Limited Development/Partial Implementation
	Implementation Phase: Expand SEL	Limited Development/Partial Implementation
	Schoolwide Implementation Phase: Continual Improvement	Limited Development/Partial Implementation
	Sustainability Factor: Ongoing PD	Limited Development/Partial Implementation
	Sustainability Factor: Evaluate Outcomes	Limited Development/Partial Implementation
	Sustainability Factor: Infrastructure	Limited Development/Partial Implementation
	Sustainability Factor: SEL Schoolwide	Limited Development/Partial Implementation

(continued)

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Table 69

RQ1: Adherence to CASEL's Framework for Systemic Social and Emotional Learning

	Variable	Sub-Variable	Findings
Schoolwide Policies and Procedures	SEL Structures and Supports (RQ1D)	Lesson Plan Template	Not fully developed to administer CASEL's model as intended, and therefore, not fully present, implemented, or evaluated
		SEL Standards	Not fully developed to administer CASEL's model as intended, and therefore, not fully present, implemented, or evaluated
		PD Schedule	Not fully developed to administer CASEL's model as intended, and therefore, not fully present, implemented, or evaluated
		Human Resources	Not fully developed to administer CASEL's model as intended, and therefore, not fully present, implemented, or evaluated
		Resources for Direct Instruction	Not fully developed to administer CASEL's model as intended, and therefore, not fully present, implemented, or evaluated
		School Mission	CASEL's five competencies are not fully evident, therefore, there is low adherence to CASEL's model
		School Vision	CASEL's five competencies are not fully evident, therefore, there is low adherence to CASEL's model
		School Rules	CASEL's five competencies are not fully evident, therefore, there is low adherence to CASEL's model
	Adherence to Implementing SEL Competencies (RQ1E)	Disciplinary Protocols	CASEL's five competencies are not fully evident, therefore, there is low adherence to CASEL's model
		Schoolwide Goals	Not provided
Family and Community Engagement	Functional Level of Development and Implementation (RQ1C)	Sustainability Factor: Family and Community	Limited Development/Partial Implementation
		Sustainability Factor: Communicate Success	Limited Development/Partial Implementation
	SEL Structures and Supports (RQ1D)	Opportunities for family engagement in social emotional learning	Not fully developed to administer CASEL's model as intended, and therefore, not fully present, implemented, or evaluated
		Opportunities for community engagement in social emotional learning	Not fully developed to administer CASEL's model as intended, and therefore, not fully present, implemented, or evaluated
	Adherence to Implementing SEL Competencies (RQ1E)	Opportunities for family engagement in social emotional learning	CASEL's five competencies are not fully evident, therefore, there is low adherence to CASEL's model
		Opportunities for community engagement in social emotional learning	CASEL's five competencies are not fully evident, therefore, there is low adherence to CASEL's model

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Schoolwide policies and procedures. While both administrators report strong attitudes about social emotional learning, they also reported low perceptions of how social emotional learning is being implemented, and how social emotional learning is being assessed at their school. Teacher professional development and identifying research-based strategies were identified as two ways to improve social emotional learning at the study school. Other than the principal's commitment to administering social emotional learning, the study school was rated at a level two, limited development and partial implementation, for its functional level of development and implementation through schoolwide policies and procedures. Schoolwide structures and supports also indicate that they are not fully developed to administer CASEL's model as intended, and therefore, CASEL's model is not fully present, implemented, or evaluated through the artifacts provided. Finally, CASEL's five competencies were not fully evident in the artifacts provided for content analysis, and therefore, findings from pattern matching indicate the study school only minimal adhered to implementing CASEL's model through schoolwide policies and procedures, if at all.

Family and community engagement. The principals, teachers, and community outreach coordinator all indicate the study school is at a level two, limited development and partial implementation, for family and community engagement. The artifacts provided for analysis also indicate that the study school's structures and supports are not fully developed to administer CASEL's model as intended, and therefore, CASEL's model is not fully present, implemented, or evaluated through family and community engagement. Finally, CASEL's five competencies were not fully evident in the artifacts provided for family and community engagement analysis, and therefore, adherence to implementing CASEL's model was low. Therefore, findings from

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pattern matching indicate the study school only minimal adhered to implementing CASEL's model through family and community, if at all.

Triangulation. Matching patterns from a variety of data sets to answer each sub-research question to CASEL's framework established common patterns across each data set based on the key implementation areas outlined in the framework. In addition to matching patterns in the data to CASEL's framework, the similarity in findings across each data set found during pattern matching triangulates the data in a manner that strengthens the answer to the overarching research question RQ1A, the study school only minimally adhered to implementing CASEL's implementation process during the first semester of the 2018-2019 school year due to partial development and limited implementation.

Limitations. Due to IRB limitations, the researcher was not able to access student achievement data to measure the impact of the program on students' academic growth and development. Because of this, a case study was designed to determine if the school was administering the program as intended to influence student achievement. The findings in this study, however, indicate, the program was partially developed, with limited implementation, and minimally adhered to. Because of this, even if student achievement data was accessible, minimal adherence to the program makes it challenging to link student achievement to the study school's social emotional learning program.

RQ1 overarching research question summary. Pattern matching was used to match the data and findings from each subresearch question to the different components in CASEL's Framework for Systemic Social and Emotional Learning. Using this approach, a big picture of social emotional learning and program implementation was generated, and the researcher was able to determine that the study school only minimally adhered to implementing CASEL's model

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during the first semester of the 2018-2019 school year. This finding is attributed to the study school's minimal adherence to implementing CASEL's five social emotional competencies implemented in the three implementation areas.

PQ1 Adherence to Case Study Process

Table 70 outlines the case study process and indicates each step of the case study occurred as intended.

Table 70

Adherence to the Case Study Process

Variable	Instrument	Source	Frequency	Did this Occur?
Adherence to CASEL's Model (RQ1)	Case Study Journal	Researcher	Throughout Study	Y
Principal Perceptions (RQ1A)	Principal Survey	Survey Participants (Principal)	1 time	Y
Teacher Perceptions (RQ1B)	Teacher Survey	Survey Participants (Teacher)	1 time	Y
Functional Level of Development and Implementation (RQ1C)	Interview Questions Adapted from CASEL's Rubric for Schoolwide SEL Implementation	Interview Participants (Principal, Teachers, Community Outreach Coordinator)	1 Time	Y
SEL Structures and Supports (RQ1D)	Requested at time of Interview	Artifacts of Social Emotional Learning Implementation	1 time	Y
Adherence to Implementing SEL Competencies (RQ1E)	Requested at time of Interview	Artifacts of Social Emotional Learning Implementation from	1 time	Y

Conclusion

This case study found that the study school only minimally adhered to implementing CASEL's Framework for Systemic Social Emotional Learning Pattern during the first semester

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of the 2018-2019 school year. This framework is based on peer reviewed research outlining the best practices and procedures for social emotional learning and program implementation (CASEL, 2019). Data was gathered from a variety of data sources to measure different aspects of social emotional learning through CASEL's model, including CASEL's five core competencies and three key implementation areas outlined in its framework. The findings were then considered over all in relation to CASEL's model to determine the level of adherence. These findings indicate, despite best intentions, the study school fell short of implementing CASEL's model based on the findings from subresearch question and considering the data over all.

While both principal and teacher attitudes are consistently high at the study school, their perceptions of broader implementation, assessment, and ways improve social emotional learning at the study school are moderate to low. Further, findings from the interview indicate the study school's implementation of CASEL's model as well as the sustainability factors developed to support social emotional learning are only at a state of limited development and partial implementation. Content analysis for the study school's structures and supports to facilitate social emotional learning consistent with CASEL's model have only been partially developed, and therefore are likely not fully present, implemented or evaluated in a manner that supports the implementation of CASEL's model. Finally, content analysis to determine if the study school is adhering to implementing CASEL's five core competencies found the competencies are only partially evident, if they are evident at all. Because CASEL's competencies are barely evident in each of the key implementation areas and the structures and supports have only been partially developed and implementation is limited, the study school only minimally adhered to

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implementing CASEL's implementation process during the first semester of the 2018-2019 school year.

The lack of implementation fidelity at the study school has implications for teachers and students, the broader school community, as well as schools and districts nationwide considering social emotional learning. When social emotional learning is not being implemented consistent with the identified model, the study school is not actually implementing a social emotional learning program at all despite intention and evidence that a program is in place. Schools should be open and honest about their experiences and challenges with implementing social emotional learning programs, and ask the field to develop better structures and supports to support the successful transfer and implementation of social emotional learning programs in to different context. Until implementation barriers and other factors that hinder social emotional learning are addressed, schools should not make claims about the benefits associated with offering social emotional learning or link student achievement. Schools must be able to implement and evaluate the program in a manner that links improved outcomes to social emotional learning program components to make these claims, and while research is bringing us one step closer, we are not there yet.

Discussion

Implications for Current Application

Consistent with peer-reviewed research related to quality social emotional learning implementation, the case study revealed the study school faces many of the implementation challenges that stifle social emotional learning program quality, evaluability, and overall impact identified in peer-reviewed research. Despite the school identifying an efficacious social emotional learning model in adapting CASEL's framework, the case study indicates their

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implementation policies and procedures are not consistent CASEL's model due to inadequately trained staff with poorly coordinated efforts, in competition with other school priorities, and often lack of resources resulting in poor quality and fidelity issues (Catalano et al., 2004; Durlak & Dupre, 2008; Gottfredson & Gottfredson, 2002). The case study also validated findings from research that too often social emotional interventions not made meaningful and relevant to staff and students on a consistent basis (Jones & Bouffard, 2012). This coupled with a lack of implementing evidence-based policies and practices results in low implementation fidelity and quality (Dane & Schneider, 1998; Durlak, 1997; Greenberg et al., 2003). To overcome these issues, and promote high quality social emotional learning program implementation, schools consider the barriers to program implementation, and be intentional in the selection of programs and development implementation practices to ensure the program is implemented as intended.

Implications for Current Research

The challenges associated with social emotional learning program implementation would be easier navigate with greater implementation guidance. Research indicates schools would benefit from implementation guidance when faced with implementation barriers including, but not limited to, competition with other school programs, poorly coordinated efforts, insufficient resources, and an inadequately trained staff (Catalano et al., 2004; Durlak & Dupre, 2008; Gottfredson & Gottfredson, 2002). Because of this, the field would benefit from research that develops evaluation tools for measuring and improving the quality and fidelity of social emotional learning program implementation (Payton et al., 2000; Greenberg et al., 2003; Taylor & Dymnicki, 2007; Weissberg et al., 2003).

The findings this case study and peer review research indicate poor implementation fidelity and quality can undermine the success of the most efficacious social emotional learning

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policies and practices (Taylor & Dymnicki, 2007). Despite the impact of poor fidelity on program implementation, fidelity measures remain widely underreported in social emotional learning research, if they are studied at all (Dane & Schneider, 1998; Durlak, 1997; Greenberg et al., 2003). Because of this, in addition to equipping schools with efficacious social emotional learning programs and practices with the potential to improve student proficiency and school progress, the field would also benefit from the development of peer reviewed social emotional learning program implementation and evaluation practices to yield high social emotional learning program fidelity, quality, and impact (Ananiadou, Schneider, Smith, & Smith, 2004).

Future Recommendations

Schools and districts serving a variety of student populations have turned to research-based social emotional learning programs to improve student achievement and school progress outcomes. While outcomes-based studies have found the presence of social emotional learning to be associated with improved student achievement and school progress outcomes, schools implementing these social emotional learning programs often struggle to achieve similar outcomes. While implementation fidelity can be attributed to the reasons that programs fall short of attaining these goals, the context in which social emotional learning is placed is equally to blame.

A holistic approach. Implementing social emotional learning as an afterthought and in the name of producing the desired student achievement and school progress outcomes is not enough to support the shifts necessary for social emotional learning to actually occur, and until these shifts occur, the desired outcomes cannot be achieved or attributed to the social emotional learning program. The integration of social emotional learning into academic setting should not be used as a band aid or pacifier, rather it should be used to shift the education paradigm toward

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a holistic approach to education where students are viewed people in the process of becoming, rather than products measured by their output in the form of student achievement and school progress outcomes. To facilitate this paradigm shift, the families, schools, and communities must participate in the manifestation of social emotional learning, as CASEL's model prescribes.

Transforming school culture. Social emotional learning must become part of school culture and function. In the context of this case study, social emotional learning was implemented with minimal adherence to the identified model, if it was implemented all. In the classroom, social emotional learning was used as a behavioral management tool to develop a common language to talk about the manifestation of behavioral problems or as a behavioral management tool when grading classroom participation. This stop gap implementation of social emotional learning is not enough to shift the culture in a manner or produce the desired outcomes. Social emotional learning, when implemented with fidelity, has the potential to transform school culture so all students have an opportunity to grow academically, socially, and emotionally to not only produce both desired student achievement and school progress outcomes, and but also outcomes unforeseen and immeasurable.

Fostering multicultural inclusion. Social emotional learning has been identified as a solution for treating at risk, high minority, high poverty student populations' inability to perform in systems and on tests that are, arguably, not built for their success considering chronic prevalence of race and income-based student achievement gaps. Rather than placing students from diverse racial and socioeconomic backgrounds at a deficit for the systems' inability to meet their needs, and positioning social emotional learning as an opportunity for these demographics to remediate the impact of the context they are born into, social emotional learning should be

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illuminated as a mechanism for fostering the multicultural inclusion of diverse student populations by celebrating the resources and values they bring to the table.

After reflecting on the findings in this case study, the researcher believes it is not the presence of evidence-based social emotional learning programs or implementation fidelity that produces the observed change in outcomes alone, rather, it is the resulting cultural shifts that empower students, teachers, and schools to believe in themselves and each other in a manner that allows them rise above. Therefore, social emotional learning cannot be implemented as an afterthought. It must be integrated into the school culture and function to create an environment where all students can thrive regardless of race, income, or other differentiating factor.

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Appendix A Principal Perceptions of SEL Program Implementation Survey

Kristen Ford is a dissertation candidate conducting an important survey to hear the views of secondary school principals about social emotional learning program implementation. I would really appreciate the chance to get your opinions on a few questions. This survey is being conducted for research purposes only. Your participation is voluntary, and your responses will be kept completely confidential.

QS1 Are you currently working as a principal at a secondary school?

Yes, working as a principal.....	1	
No, not working as a principal	2	TERMINATE

QS2 Counting this year, how many years altogether have you worked as a principal?

Less than 1 year	1	TERMINATE
1 to 2 years	2	
3 to 5 years	3	
6 to 10 years	4	
11 to 15 years	5	
16 to 20 years	6	
More than 20 years	7	

Q1 Below are four goals that schools try to achieve with their students. For each one, please indicate how much emphasis, if any, you think should be placed on this goal at your school.

Developing students' knowledge and skills in key content and subject areas such as English, history, science, and math.

Developing students' ability to apply knowledge and skills to real-world situations.

Developing students' critical thinking and reasoning abilities.

Developing students' social and emotional skills.

A great deal of emphasis	1
A fair amount of emphasis	2
Some emphasis	3
Little emphasis	4
No emphasis at all	5

Q2 Still thinking about this list of four goals, please indicate how successful your school is in achieving each one.

Developing students' knowledge and skills in key content and subject areas such as English, history, science, and math.

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Developing students' ability to apply knowledge and skills to real-world situations.

Developing students' critical thinking and reasoning abilities.

Developing students' social and emotional skills.

Very successful	1
Fairly successful	2
Somewhat successful	3
Not too successful	4
Not successful at all	5

- Q3 Below is a description of social and emotional learning. Please read it over carefully and then answer the question underneath it.

Social and emotional learning (SEL) is the process through which people acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Social and emotional learning focuses on knowledge, attitudes, and skills in five competency areas:

- 1) Self-awareness, like knowing your strengths and weaknesses
- 2) Self-management, like being able to stay in control and persevere through challenges
- 3) Social awareness, like understanding and empathizing with others
- 4) Relationship skills, like being able to work in teams and resolve conflicts
- 5) Responsible decision making, like making ethical and safe choices

Thinking about this definition of social and emotional learning as a whole, how important do you think it is for schools to promote the development of these social and emotional skills as part of students' in-school experience?

Very important	1
Fairly important	2
Somewhat important	3
Not too important	4
Not important at all	5

- Q4 Still thinking about this definition of social and emotional learning and the skills you just read--self-awareness, self-management, social awareness, relationship skills, and responsible decision making--please indicate how much of a benefit, if any, you think a larger focus on social and emotional learning would have on each of the following. (SHOW SEL DEFINITION AGAIN ON SAME PAGE. RANDOMIZE ITEMS.)

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Students' achievement in academic coursework.

Students' ability to move successfully through the K-12 school system and stay on track to graduate.

Preparing students to get to and through college.

Preparing students for the workforce.

Students' becoming good citizens as adults.

Promoting a positive school climate.

Relationships between teachers and students.

Relationships among students and the amount of bullying in school.

Very major benefit	1
Somewhat major benefit	2
Only a minor benefit	3
No real benefit	4

Q5a To what extent do you think these social and emotional skills are teachable in a school setting? (10754b-16)

They are definitely teachable	1
They are probably teachable	2
They are probably not teachable	3
They are definitely not teachable	4

Q5b Thinking about the definition of social and emotional learning and the skills--self-awareness, self-management, social awareness, relationship skills, and responsible decision making—to what extent is your school implementing social emotional learning in the following areas...? ((SHOW SEL DEFINITION AGAIN ON SAME PAGE. RANDOMIZE ITEMS.)

Explicit SEL Skill Instruction

Integration into Academic Content Areas

Schoolwide Policies and Procedures

Family and Community Engagement

Definitely implemented	1
Somewhat implemented.....	2
Definitely implemented	3
Not sure	4

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Q6 How much emphasis does your school district place on developing students' social and emotional skills?

- A great deal of emphasis1
- A fair amount of emphasis2
- Some emphasis3
- Little emphasis4
- No emphasis at all5

Q7 How personally committed are you to developing students' social and emotional skills in your school?

- Very committed1
- Fairly committed2
- Somewhat committed3
- Not that committed4
- Not committed at all.....5

Q8 Which of the following best describes your school when it comes to having a school-wide program for teaching students social and emotional skills? (DO NOT RANDOMIZE)

My school has developed a plan for teaching students social and emotional skills and is systematically implementing it school-wide1

My school has developed a plan for teaching students social and emotional skills with partial implementation2

My school is in the process of developing a plan for teaching students social and emotional skills but it is not yet complete3

My school is not really considering developing a plan for teaching students social and emotional skills4

(ASK ONLY IF SCHOOL HAS PLAN AND IS AT LEAST PARTIALLY IMPLEMENTING IT (Q8 P1:2). SHOW BOTH QUESTIONS ON SAME SCREEN WITH TWO SEPARATES TEXT BOXES. RESPONDENTS ONLY REQUIRED TO ANSWER FIRST BOX.)

Q9 Please describe how social and emotional skills are being taught in your school. Please be as specific as possible in your description, including naming any programs your school is using.

.....
.....

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In addition to a formal program on social and emotional learning, if teachers or staff are engaging in any other practices to develop students' social and emotional skills, please also describe those here.

.....

(ASK EVERYONE)

Q10a Please indicate the extent to which each of the following statements applies to your school. (RANDOMIZE.)

1. Teaching social and emotional skills is integrated throughout the academic curriculum.
2. We have a separate and specific curriculum, apart from academics, for teaching students social and emotional skills.
3. All teachers are expected to teach students social and emotional skills.
4. Counselors and school psychologists are primarily responsible for developing students' social and emotional skills.
5. It is up to each individual teacher's discretion whether or not to teach students social and emotional skills in his or her classroom.
6. The central district leadership requires all schools to have a clear plan for teaching students social and emotional skills.
7. We partner with parents to promote social and emotional learning.
8. We work with out-of-school-time providers to promote social and emotional learning.
9. We have a planning team in place for the purpose of implementing and evaluating social and emotional learning.

Fully applies to my school1
Applies to my school, with some exceptions.....2
Applies only in a limited manner to my school3
Does not apply at all to my school.....4

Q10b Which of the following people, if any, are actively engaged in developing students' social and emotional skills in your school? Check all that apply. (ALLOW MULTIPLE RESPONSES EXCEPT PUNCH 8. RANDOMIZE.)

Teachers1
Counselors.....2
School psychologists.....3
Principals.....4
Before-and-after-school staff.....5
Coaches or extracurricular activity leaders.....6

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Parents.....	7
School social workers	8
Other (PLEASE SPECIFY_____)	9
None of these	0

Q11 Please indicate how well each of the following describes your school. (RANDOMIZE.)

1. My school regularly evaluates whether adequate resources are being devoted to social and emotional learning.
2. My school has developed a clear vision statement that prioritizes social and emotional learning for all students.
3. The central office leaders of my district provide guidance and support for social and emotional learning.
4. There is a coordinated professional development program that addresses social and emotional learning.
5. My school has comprehensive, developmentally appropriate learning standards that describe what social and emotional skills students should know and be able to demonstrate at each grade level.
6. My school has a long-term plan to support students' social and emotional learning.
7. My school is implementing an evidence-based program for teaching students social and emotional skills.

Describes very well.....	1
Describes fairly well	2
Describes somewhat well.....	3
Does not describe that well	4
Does not describe at all	5

Q12 Next are some potential challenges schools might face in trying to implement the teaching of social and emotional skills. Please indicate how much of a challenge, if at all, each one of these is for your own school. (RANDOMIZE.)

1. Teachers not having enough time.
2. Teachers needing more training to support students' social and emotional skill development.
3. Lack of consensus among teachers that social and emotional skills should be taught in school.
4. Lack of reinforcement of these skills outside of school.
5. Not a priority for your school district.
6. Issues around the ability to measure social and emotional skills.

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7. Resistance from parents who believe that social and emotional skills should be taught at home, not in school.

8. Lack of funding dedicated to support social and emotional learning.

A very big challenge	1
A fairly big challenge.....	2
Somewhat of a challenge	3
Not much of a challenge	4
Not a challenge at all.....	5

- Q13 How well prepared do you think the teachers in your school are to successfully teach students social and emotional skills?

Very prepared.....	1
Fairly prepared	2
Somewhat prepared.....	3
Not very prepared	4
Not at all prepared.....	5

- Q14 Which one or two of the following do you believe are most important to ensuring that schools are successful in developing students' social and emotional skills?
(RANDOMIZE. ACCEPT UP TO TWO RESPONSES EXCEPT IF PUNCH 8.)

Additional professional development for teachers	1
Increased priority from district administration	2
State guidelines describing the social and emotional skills students should have...	3
Including social and emotional skill development in teacher evaluations.....	4
Sharing research-based strategies about effective ways to promote students' social and emotional skills	5
Assessment data on students' social and emotional skills that can be used to guide and improve practices	6
Dedicated planning time for teachers to plan social and emotional lessons.....	7
None of these	8

- Q15 Here are some statements about social and emotional learning. For each one, please mark whether you believe it is definitely true, probably true, probably not true, or definitely not true. (RANDOMIZE.

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1. Teaching social and emotional skills in school will improve students' academic performance, such as by increasing standardized test scores or GPAs.
2. Students' development and acquisition of social and emotional skills can be accurately measured and assessed.
3. Teachers should be held accountable for students' development of social and emotional skills.
4. Social and emotional skills should only be taught to students with social and emotional problems.
5. Most teachers in my school naturally teach social and emotional skills to their students and do not need a formal curriculum.
6. Social and emotional skills should be taught at home, not in school.
7. Students from all types of backgrounds--both affluent and poor--would benefit from learning social and emotional skills in school.
8. The teachers in my school would be receptive to a greater emphasis on teaching social and emotional skills.
9. Social and emotional skills should be part of how students are assessed annually.
10. Teaching social and emotional skills in school will reduce absenteeism and improve students' attendance.
11. Teaching social and emotional skills in school will make learning more engaging and enjoyable for students.
12. While social and emotional skills should primarily be taught at home, schools also have an important role to play.
13. It is important to teach social and emotional skills in high-poverty schools, but not as important in more affluent schools.
14. Schools are already being asked to do too much and do not have time to also teach social and emotional skills.
15. Schools should be rated in part based on how they are improving students' social and emotional skills.
16. Teaching social and emotional skills will help students take more responsibility for their own learning and development.
17. Teaching social and emotional skills in school will improve student behavior and reduce the need for disciplinary referrals.

Definitely true	1
Probably true	2
Probably not true	3
Definitely not true	4

(SHOW ON SEPARATE PAGE)

Now moving on to the final topic in the survey...

Q16 How familiar are you with current assessments that are available for measuring students' social and emotional skills?

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Very familiar	1
Fairly familiar	2
Somewhat familiar	3
Not that familiar	4
Not familiar at all	5

Q17 How much do you think the teachers in your school know about how to use data from assessments of students' social and emotional skills to improve their instruction?

A great deal	1
A fair amount	2
Some	3
Not that much	4
Nothing	5

Q18 How worthwhile do you think it is to include evaluations of students' social and emotional skills on student report cards?

Definitely worthwhile	1
Probably worthwhile	2
Probably not worthwhile	3
Definitely not worthwhile	4

Q19a Which of the following, if any, do you currently use to assess students' social and emotional skills? *Please check all that apply.* (RANDOMIZE PUNCHES 1 THROUGH 5)

Student self-report	1
Teacher rating scales of students	2
Performance assessment on a specific task or problem	3
Behavioral observation in a normal classroom setting	4
Administrative records on disciplinary actions	5
Other (PLEASE SPECIFY _____)	6
My school does not assess students' social and emotional skills	7

(ASK ONLY OF PRINCIPALS WHO ARE CURRENTLY USING ASSESSMENTS, Q19a P1:6)

Q19b Do you currently use assessments to assess social and emotional skills with...?

All students	1
--------------------	---

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Only some students, based on age or grade level2

Only some students, based on other criteria3

(ASK ONLY OF PRINCIPALS WHO ARE CURRENTLY USING ASSESSMENTS, Q19a P1:6)

Q20 Which of the following, if any, describe how your school uses assessments to evaluate students' social and emotional skills? *Please check all that apply.* (RANDOMIZE PUNCHES 1 THROUGH 7. ALLOW MULTIPLE RESPONSES EXCEPT PUNCH 8.)

My school reports data from social and emotional assessments to the district.....1

My school is held accountable for students' social and emotional skills based on the assessment data2

Parents receive data (such as ratings on report cards) on their child's social and emotional skills3

Teachers use data from social and emotional assessments to improve instruction..4

Teachers are evaluated based on data from social and emotional assessments.....5

Data from social and emotional assessments is used to determine which students need interventions6

Assessments are used to evaluate the effectiveness of programs designed to develop students' social and emotional skills.....7

None of these8

(ASK ONLY OF PRINCIPALS WHO ARE CURRENTLY USING ASSESSMENTS, Q19a P1:6)

Q21 How useful do you think the assessments that you are currently using are for evaluating students' social and emotional skills?

Very useful.....1

Fairly useful2

Somewhat useful3

Not that useful.....4

Not useful at all.....5

(ASK EVERYONE)

Q22 Assuming you had access to valid and reliable assessments for measuring students' social and emotional skills, how important do you think it is to do each of the following? (RANDOMIZE.)

1. Report data from social and emotional assessments to your district.

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2. Hold schools accountable for students' social and emotional skills based on the assessment data.
3. Share data with parents (such as ratings on report cards) on their child's social and emotional skills.
4. Use data from social and emotional assessments to improve teachers' instruction.
5. Evaluate teachers based on data from social and emotional assessments.
6. Use data from social and emotional assessments to determine which students need interventions.
7. Use data to evaluate the effectiveness of programs designed to develop students' social and emotional skills.

Very important	1
Fairly important	2
Somewhat important	3
Not too important	4
Not important at all	5

Q23 Do you believe that the development of social and emotional skills definitely should be, probably should be, probably should not be, or definitely should not be explicitly stated in your state's education standards?

Definitely should be	1
Probably should be	2
Probably should not be	3
Definitely should not be	4

FACTUALS: Nearing the end of the survey now... Next are a few questions for statistical purposes only.

QF2 Is your school currently rated as low-performing in terms of students' reaching the state or district standards or has it recently been rated as low performing?

Currently rated as low-performing	1
Recently rated as low-performing, but not currently	2
Not currently or recently rated as low-performing	3

QF5 Approximately what percentage of the students in your school are eligible for free or reduced-price lunch?

Less than 20%	1
20% to 39%	2
40% to 59%	3

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

60% to 79%.....4
80% to 100%5

QF6 Are you...?

Male1
Female.....2

(ASK EVERYONE. RESPONSE NOT REQUIRED.)

QF9 If you have any comments you'd like to add about this topic or this survey, please enter them in the space below.

.....
.....

Thank you for completing this survey.

Appendix B

Teacher SEL Program Implementation Survey

Script: Hello, my name is Kristen Ford. I am a doctoral candidate at Johns Hopkins University studying social emotional learning program implementation in secondary school settings. Thank you for taking the time to participate in this one-hour phone survey and interview. Please note your participation is voluntary, and your responses will be kept confidential. Please email the requested lesson plan you feel best reflects social emotional learning in your classroom to kford15@jhu.edu within 24 hours of this interview concluding. When you are ready, we will begin.

Gender
(DO NOT ASK.)

Record respondent's gender.

Male	1
Female	2
Other	3

Q1 For how many years have you been teaching?

Less than 1 year	1	
1 to 2 years	2	
3 to 5 years	3	
6 to 10 years	4	
11 to 15 years	5	
16 to 20 years	6	
More than 20 years	7	
Not sure	8	TERMINATE

(ASK EVERYONE.)

Q2 What grade or grades do you currently teach? (ACCEPT AS MANY RESPONSES AS APPLY. IF UNSURE, READ LIST.)

Ninth grade	1	
Tenth grade	2	
Eleventh grade	3	
Twelfth grade	4	
None of these/other	5	TERMINATE
Not sure	6	TERMINATE

Q3 What subjects or fields do you currently teach? (ACCEPT AS MANY RESPONSES AS APPLY. IF UNSURE, READ LIST.)

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

General classroom teacher	1
Arts or music	2
Language arts/English/writing	3
Foreign language (French, Spanish, other)	4
English as a second language	5
Math	6
Physical education	7
Science (biology, chemistry, physics)	8
Social studies/history/government/civics	9
Special education	0
Vocational training or shop	1
Not sure	2
Other	0
Other specify...	

Q4 How would you rate the quality of education that students in your school receive today--excellent, good, just adequate, not so good, or poor?

Excellent	1
Good	2
Just adequate	3
Not so good	4
Poor	5
Not sure	6

Q5 What are the most important goals you are trying to achieve with your students?

(PROBE:) What specific knowledge, skills, or abilities are you seeking to develop in your students?

.....

Don't Know Y

Q6 How much of a problem would you say ... is in your school--is it a very big problem, a fairly big problem, somewhat of a problem, not much of a problem, or not a problem at all?

Bullying

Poor relationships between teachers and students.

Students' lack of interest in learning.

Negative school climate.

Poor student behavior in classrooms.

A very big problem 1

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

A fairly big problem	2
Somewhat of a problem	3
Not much of a problem	4
Not a problem at all	5
Not sure	6

Q7a Now I'm going to read to you four goals that schools try to achieve with their students. For each one, please tell me how much emphasis should be placed on this goal--a great deal of emphasis, a fair amount of emphasis, just some emphasis, or no emphasis at all.

Developing students' knowledge and skills in key content ("KAHN-tent") and subject areas such as English, history, science, and math

Developing students' ability to apply knowledge and skills to real-world situations.

Developing critical thinking and reasoning abilities in students.

Developing students' social and emotional skills.

A great deal of emphasis	1
A fair amount of emphasis	2
Just some emphasis	3
No emphasis at all	4
Not sure	5

Q7b For each of these four goals, please tell me whether you think your school currently places too much emphasis on this goal, places about the right amount of emphasis on this goal, or places too little emphasis on this goal.

Developing students' knowledge and skills in key content ("KAHN-tent") and subject areas such as English, history, science, and math

Developing students' ability to apply knowledge and skills to real-world situations.

Developing critical thinking and reasoning abilities in students.

Developing students' social and emotional skills.

Too much emphasis	1
About the right amount of emphasis	2
Too little emphasis	3
Not sure	4

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Q7c Still thinking about this list of four goals, please tell me how successful your school is in achieving each one--very successful, fairly successful, somewhat successful, not too successful, or not successful at all.

Developing students' knowledge and skills in key content ("KAHN-tent") and subject areas such as English, history, science, and math

Developing students' ability to apply knowledge and skills to real-world situations.

Developing critical thinking and reasoning abilities in students.

Developing students' social and emotional skills.

Very successful	1
Fairly successful	2
Somewhat successful	3
Not too successful	4
Not successful at all	5
Not sure	6

Q8 What does promoting social and emotional learning mean to you?

(PROBE:) What specific skills and abilities do you consider the most important when thinking about promoting social and emotional learning of all students?

.....

Don't Know Y

Now I'm going to read to you a definition of social and emotional learning. Please listen carefully.

Social and emotional learning focuses on knowledge, attitudes, and skills in five competency areas--

One--Self-awareness, like knowing your strengths and weaknesses

Two--Self-management, like being able to stay in control and persevere through challenges

Three--Social awareness, like understanding and empathizing with others

Four--Relationship skills, like being able to work in teams and resolve conflicts

Five--Responsible decision making, like making ethical and safe choices

Q8a Thinking about this definition of social and emotional learning as a whole, how important do you think it is for schools to promote the development of these social and emotional skills as part of students' in-school experience--very important, fairly important, somewhat important, not too important, or not important at all?

Very important	1
Fairly important	2

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Somewhat important	3
Not too important	4
Not important at all	5
Not sure	6

Q8b Why do you say it is (ANSWER TO Q7a) to develop these social and emotional skills as part of students' in-school experience?

.....

Don't Know Y

Q9 Still thinking about this definition of social and emotional learning and the skills I described to you--self-awareness, self-management, social awareness, relationship skills, and responsible decision making--do you think a larger focus on social and emotional learning would have a major benefit, minor benefit, or no real benefit when it comes to ...?

Students' achievement in academic coursework

Students' ability to move successfully through the school system and stay on track to graduate.

Preparing students to get to and through college.

Preparing students for the workforce.

Students becoming good citizens as adults.

Major benefit	1
Minor benefit	2
No real benefit	3
Not sure	4

Q10 To what extent do you think these social and emotional skills are teachable in a school setting? Do you think they are definitely teachable, probably teachable, probably not teachable, or definitely not teachable?

Definitely teachable	1
Probably teachable	2
Probably not teachable	3
Definitely not teachable	4
Not sure	5

Q11a Still thinking about this definition of social and emotional learning and the skills I described to you--self-awareness, self-management, social awareness, relationship skills, and responsible decision making—to what extent have you observed social emotional learning in the following areas...?

Explicit SEL Skill Instruction

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Integration into Academic Content Areas

Schoolwide Policies and Procedures

Family and Community Engagement

Definitely observed.....	1
Somewhat observed	2
Definitely not observed.....	3
Not sure	4

Q11b To what extent is teaching students social and emotional skills happening in your school-- is it happening on a programmatic basis school-wide, is it part of some teachers' curricula ("kuh-RICK-yoo-luh") but not others, or are social and emotional skills not really taught in your school?

Happening on a programmatic basis school-wide	1
Part of some teachers' curricula but not others	2
Not really taught in my school	3
Not sure	4

Q12 How much of a priority do you believe teaching these social and emotional skills should be in ...--a big priority, a moderate priority, a small priority, or not a priority?

Preschool

Elementary school.

Middle school.

High school.

A big priority	1
A moderate priority	2
A small priority	3
Not a priority	4
Not sure	5

Q13a What are the biggest barriers to implementing the teaching of social and emotional skills in your school?

(PROBE:) What challenges do you see for your school promoting the development of social and emotional skills as a goal?

.....

Don't Know Y

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Q13b Now I'm going to read you some potential challenges schools might face in trying to implement the teaching of social and emotional skills. For each one, please tell me whether for your own school this would be a very big challenge, a fairly big challenge, somewhat of a challenge, not much of a challenge, or not a challenge at all.

Teachers not having enough time to take on something new

Teachers' lack of training and knowledge of how to teach social and emotional skills.

Lack of consensus among teachers that social and emotional skills should be taught in school.

Lack of reinforcement of these skills at home.

Not a priority for your school administration.

Not a priority for your school district.

A very big challenge	1
A fairly big challenge	2
Somewhat of a challenge	3
Not much of a challenge	4
Not a challenge at all	5
Not sure	6

Q13c Which one or two of these challenges are the biggest barrier for your school? (READ LIST. ACCEPT UP TO TWO RESPONSES)

Teachers not having enough time to take on something new	1
Teachers' lack of training and knowledge of how to teach social and emotional skills	2
Lack of consensus among teachers that social and emotional skills should be taught in school	3
Lack of reinforcement of these skills at home	4
Not a priority for your school administration	5
Not a priority for your school district	6
None (VOL)	7
Not sure	8

Q14 Which one or two of the following do you believe are most important to ensuring that schools are successful in developing students' social and emotional skills? (READ LIST. ACCEPT UP TO TWO RESPONSES.)

Additional professional development for teachers	1
Increased priority from school administration	2
State guidelines describing social and emotional skills students should have...	3
Including social and emotional skill development in teacher evaluations.....	4
Connecting social and emotional skills with Common Core State Standards...	5

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Sharing research-based strategies about effective ways to promote students' social and emotional skills	6
None of these (VOL)	7
Not sure	8

Q15a Have you personally received training on how to teach social and emotional skills to students?

Yes, have received training	1	
No, have not received training	2	(Skip to Q21c)
Not sure	3	(Skip to Q21c)

(ASK ONLY OF RESPONDENTS WHO SAY "YES" IN Q21a.)

Q15b Did you receive training pre-service as part of your formal education, in-service as part of your professional development, or both?

Pre-service formal education	1
In-service professional development	2
Both pre-service and in-service	3
Not sure	4

(ASK EVERYONE.)

Q15c How interested are you in receiving further training on the best practices for teaching social and emotional skills to students--are you very interested, fairly interested, somewhat interested, not that interested, or not interested at all in receiving further training?

Very interested	1
Fairly interested	2
Somewhat interested	3
Not that interested	4
Not interested at all	5
Not sure	6

Q16a Here are some statements about social and emotional learning. For each one I read, please tell me whether you believe it is definitely true, probably true, probably not true, or definitely not true.

Teaching social and emotional skills in school will improve students' academic performance, such as increasing standardized test scores

Teaching social and emotional skills in school will improve relationships between teachers and students.

Teaching social and emotional skills in schools will improve relationships among students and reduce bullying.

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

The students in your school would be receptive ("rih-SEP-tiv") to a greater emphasis on teaching social and emotional skills.

Students' development and acquisition of social and emotional skills can be accurately measured and assessed.

Teachers should be held accountable for students' development of social and emotional skills.

Social and emotional skills should only be taught to students with social and emotional problems.

Social and emotional skills should be taught at home, not in school.

Students from all types of backgrounds--both affluent and poor--would benefit from learning social and emotional skills in school.

While social and emotional skills should primarily be taught at home, schools also have an important role to play.

It is important to teach social and emotional skills in high-poverty schools but not as important in more affluent schools.

Definitely true	1
Probably true	2
Probably not true	3
Definitely not true	4
Not sure	5

Q17a Does your school currently have a rating system for evaluating students' social and emotional skills?

Yes	1
No	2
Not sure	3

Q17b How worthwhile do you think it is to include evaluations of students' social and emotional skills on report cards--is it definitely worthwhile, probably worthwhile, probably not worthwhile, or definitely not worthwhile?

Definitely worthwhile	1
Probably worthwhile	2
Probably not worthwhile	3
Definitely not worthwhile	4
Not sure	5

Q17c Does your school currently have a rating system for evaluating school climate?

Yes	1
No	2

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Not sure3

Q18 Do you believe that the development of social and emotional skills definitely should be, probably should be, probably should not be, or definitely should not be explicitly stated in your state's education standards?

Definitely should be1

Probably should be2

Probably should not be3

Definitely should not be4

Not sure5

Q19a How important do you think it is for schools to promote the development of grit and persistence as part of students' in-school experience--very important, fairly important, somewhat important, not too important, or not important at all?

Very important1

Fairly important2

Somewhat important3

Not too important4

Not important at all5

Not sure6

Q19b How important do you think it is for schools to promote the development of character as part of students' in-school experience--very important, fairly important, somewhat important, not too important, or not important at all?

Very important1

Fairly important2

Somewhat important3

Not too important4

Not important at all5

Not sure6

FACTUALS: Now I am going to ask you a few questions for statistical purposes only.

QF1 What is the best way to describe the area where you teach? (READ LIST.)

A large city1

A small city2

A suburb3

A small town4

A rural area5

Not sure6

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

QF2 Is your school considered to be low-performing in terms of students' reaching the state or district standards?

- Yes, considered low-performing1
- No, not considered low-performing2
- Not sure3

QF3 Approximately how many students are enrolled in your school? (IF UNSURE, READ LIST.)

- Less than one hundred students1
- Between one hundred and two hundred fifty students2
- Between two hundred fifty and five hundred students3
- Between five hundred and seven hundred fifty students4
- Between seven hundred fifty and one thousand students ...5
- Between one thousand and two thousand students6
- Between two thousand and three thousand students7
- More than three thousand students8
- Not sure9

QF5 Approximately what percentage of the students in your school come from low-income households that are eligible for free or reduced lunch? (READ LIST.)

- Less than twenty percent.....1
- Twenty percent to thirty-nine percent.....2
- Forty percent to fifty-nine percent3
- Sixty percent to seventy-nine percent.....4
- Eighty percent or more5
- Not sure.....6

That concludes my interview today. Thank you for your time and cooperation.

SP Sample Point (from call sheet)

.....
.....

Numeric Range

Appendix C

Schoolwide Social Emotional Learning Implementation Interview Protocol, Questions, and Rubric

The following questions have been adapted from *CASEL's Practice Rubric for Schoolwide Implementation* (2006). The questions help assess your school's progress with social emotional learning implementation based on CASEL's implementation cycle and sustainability factors. Your responses will be recorded and also kept confidential.

I will read sixteen statements and questions that mirror CASEL's SEL Implementation and Sustainability Process that will also be displayed on the screen to measure the functional level of development and implementation your school's social emotional learning program. The interview will take approximately 45-60 minutes. Your responses about the program will be scored using four descriptors including fully functional level of development and implementation, mostly functional level of development and implementation, limited development or partial implementation, or little or no development or implementation.

As I read the statement, please think about how your school has implemented its social emotional learning program during the first semester of the 2018-2019 school year. Then, respond to the question.

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

SEL Implementation Cycle

Readiness Phase

Step 1: Principal commits to School-Wide SEL Initiative

The principal has reflected on, understands, and accepts the value of SEL as a framework for school improvement and has committed to the effort—including systematic, sequenced classroom instruction—required to implement and sustain school-wide SEL successfully. Principal commitment insures support for SEL at the highest level.

Q1. Has the principal fully committed to implementing a school wide social emotional learning program? Why or why not?

Step 1 – Principal Commits to School-wide SEL Initiative.				
Indicator and Rationale	The principal has reflected on, understands, and accepts the value of SEL as a framework for school improvement and has committed to the effort—including systematic, sequenced classroom instruction—required to implement and sustain school-wide SEL successfully. Principal commitment insures support for SEL at the highest levels.			
Performance Levels	4 Fully functional level of development and implementation	3 Mostly functional level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
	<p>Principal has become well informed about SEL and has developed overarching vision for school that includes SEL as central component.</p> <p>Principal has developed understanding of what is involved in implementing SEL school-wide, including the use of systematic, sequenced, classroom-based SEL instruction.</p> <p>Principal has made a commitment to provide resources and support for ongoing SEL practices.</p> <p>Principal has made a commitment to reflect on and improve his/her own SEL competencies.</p>	<p>Principal has general understanding of SEL.</p> <p>School leader has begun to reflect on commitment involved in a long-term, sustainable SEL initiative.</p>	<p>Principal has limited understanding of SEL. He or she may be verbally supportive but is not actively involved.</p> <p>School leader has made commitment to learn more about SEL, share new knowledge with staff, and develop understanding of resources necessary for effective SEL implementation</p>	<p>Principal has interest in learning more about SEL but has not yet acted on that interest.</p>

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Step 2: Principal Engages Key Stakeholders and Creates SEL Steering Committee

The principal has shared information about SEL with key school and community groups (e.g. teachers, families, student support personnel, support staff, community members) and has created an SEL steering committee, consisting of representatives of some or all of those groups, that is authorized to make decisions. The steering committee ensures shared leadership of SEL initiative.

Q2. How would you describe the decision-making process associated with the social emotional learning program?

Q2a. Does the principal engage with key stake holders (e.g. teachers, families, student support personnel, support staff, community members)?

Q2b. Has the principal established a social emotional learning steering committee consisting of these stakeholders?

Step 2 – Principal Engages Key Stakeholders and Creates SEL Steering Committee.				
Indicator and Rationale	The principal has shared information about SEL with key school and community stakeholder groups (e.g., teachers, families, student support personnel, support staff, community members) and has created an SEL steering committee, consisting of representatives of some or all of those groups, that is authorized to make decisions. The steering committee ensures shared leadership of SEL initiative.			
Performance Levels	4 Fully functional level of development and implementation	3 Mostly functional level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
	Principal has convened representatives from key stakeholder groups (e.g., teachers, families, student support personnel, support staff, & community members) to discuss value of SEL. Special emphasis placed on SEL/academic link. Key school stakeholders have indicated support for overarching vision and SEL as primary component. Principal has convened a steering committee, consisting of representatives from major stakeholder groups, that meets regularly.	Principal has convened key members of the school community to discuss value of SEL. Key school stakeholders have indicated interest in SEL as primary component of high-quality education. Leader has formed a steering committee consisting of some, but not all, of the following: teachers, families, student support personnel, support staff, community members, and others in the school who are committed to promoting SEL and charged with planning for it.	Principal has begun to discuss value of SEL with key members of the school community. Principal may have begun sharing responsibility for SEL programming with another staff member A small committed group has begun to organize and take initial steps toward promoting SEL but has not formalized its membership into a committee.	Principal has indicated need to convene key stakeholders to discuss value of SEL. No organized group of stakeholders exists to plan for SEL implementation although one or two individuals may be pushing forward without help from a larger committee or team.

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Planning Phase

Step 3: Develop and Articulate a Shared Vision

The steering committee, including the principal, has created a vision of student social, emotional, and academic development and has shared that vision school-wide. The vision brings energy and a positive focus to the work.

Q3. Does your school have a vision of student social, emotional, and academic development and has shared that vision school-wide? Please explain

Q3a. Describe the process of creating this vision?

Q3b. Does the vision bring energy and positive focus to implementing social emotional learning?

Step 3 – Develop and Articulate a Shared Vision.

Indicator and Rationale		The steering committee, including the principal, has created a vision of student social, emotional, and academic development and has shared that vision school-wide. The vision brings energy and a positive focus to the work.			
Performance Levels	4	3	2	1	
	Fully functional level of development and implementation	Mostly functional level of development and implementation	Limited development or partial implementation	Little or no development and implementation	
	<p>Steering committee, including principal, has articulated SEL vision that includes feedback and input from staff and other members of the school community.</p> <p>Vision has been shared school-wide and is accepted as a positive focus for the work ahead. The entire school community can articulate the vision.</p>	<p>Steering committee, including principal, has collaborated on the development of SEL vision, and has begun to solicit feedback and input from the school community.</p>	<p>Principal and/or steering committee have begun to discuss a shared SEL vision but have not yet begun to solicit input and feedback about it from the school community.</p>	<p>Principal may have developed an SEL vision but has not shared it school-wide.</p> <p>Steering committee has not yet developed SEL vision. No shared vision has been developed or articulated.</p>	

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Step 4: Conduct a School-Wide Needs and Resource Assessment

The steering committee, including the principal, has conducted a needs and resource assessment of current SEL programs and practices; the policy context both locally and state-wide; student and staff needs; school climate; readiness to implement SEL as a school-wide priority; and possible barriers to implementation. The needs assessment creates an understanding of strengths and weaknesses and can help mobilize energy and support for SEL.

Q4. Has the steering committee conducted a needs and resource assessment related to social emotional learning? Please explain

Q4a. What did the needs and resource assessment cover?

Q4b. Did the needs assessment create an understanding of strengths and weaknesses to help mobilize energy and support for social emotional learning?

Step 4 – Conduct a School-Wide Needs and Resources Assessment.

Indicator and Rationale		The steering committee, including the principal, has conducted a needs and resources assessment of current SEL programs and practices; the policy context both locally and state-wide; student and staff needs; school climate; readiness to implement SEL as a school-wide priority; and possible barriers to implementation. The needs assessment creates an understanding of strengths and weaknesses and can help mobilize energy and support for SEL.			
	Performance Levels	4	3	2	1
		Fully functional level of development and implementation	Mostly functional level of development and implementation	Limited development or partial implementation	Little or no development and implementation
		Steering committee, including principal, has planned for assessment of student skills; school climate; staff, family, and student needs; readiness for change (i.e., capacity and resources); current programs and practices related to SEL; and possible barriers to implementation. Assessment has been conducted by gathering data and information from key stakeholder groups in the school community. Assessment has taken into account existing curricula, services, policies, and programs and is designed to identify gaps, duplication, threats, and opportunities.	Steering committee, including principal, has planned for an assessment of student and staff skills and needs, current practices related to social and emotional development, climate, and readiness for change, without the input of the broader school community. Assessment has been conducted but may not have included key stakeholder groups.	Steering committee, including principal, has begun exploring ways to conduct a needs and resources assessment. Large-scale needs and resources assessment has not been planned. Informal needs assessment is planned, e.g. polling teachers, conversations with parents and students.	Steering committee, including principal, has not yet begun planning for needs and resources assessment.

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Step 5: Develop an Action Plan for SEL Implementation

The steering Committee, including the principal, has developed an action plan based on the results of the needs assessment and resource assessment that includes goals, benchmarks, and a timeline for SEL implementation as well as a plan for addressing the six sustainability factors. The action plan helps ensure a more systematic and sustainable effort.

Q5. Has the steering committee developed an action plan based on the needs and resource assessment? Why or why not?

Q5a. What does the action plan entail?

Q5b. Does the action plan help ensure a more systemic and sustainable effort?

Step 5 – Develop an Action Plan for SEL Implementation.				
Indicator and Rationale	The steering committee, including the principal, has developed an action plan based on the results of the needs and resources assessment that includes goals, benchmarks, and a timeline for SEL implementation as well as a plan for addressing the six sustainability factors. The action plan helps ensure a more systematic and sustainable effort.			
Performance Levels	4 Fully functional level of development and implementation	3 Mostly functional level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
	Steering committee, including principal, has fully analyzed needs assessment data and identified goals for SEL initiative as well as indicators of progress. Committee has developed detailed 3-5 year action plan with steps for launch and expansion of SEL. Plan includes efforts to address six sustainability factors. SEL goals have been included in key planning documents such as the school improvement plan and strategic plan.	Steering committee, including principal, has analyzed needs and resources assessment data and identified goals for SEL initiative as well as indicators of progress. Committee has developed preliminary action plan for SEL implementation. Committee has begun planning for six sustainability factors.	Steering committee, including principal, has analyzed needs and resources assessment and identified goals for SEL but has not yet shared them with school community. Committee has begun developing SEL action plan for immediate future. Committee has begun to review and understand six sustainability factors.	Steering committee, including principal, has begun to look at needs and resources assessment data but has not yet engaged in formal planning process, including consideration of the six sustainability factors: professional development; evaluation; infrastructure; integration; family and community partnerships; and communication. No SEL goals exist, but steering committee has begun to develop and define them.

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Step 6: Review and Select Evidence-Based Program(s)/Strategies

The steering committee, including the principal, and key stakeholders have reviewed and selected evidence based SEL program(s)/strategies that meet identified SEL goals. Sequenced, evidence-based classroom instruction is at the center of effective social and emotional learning.

Q6. Has the steering committee reviewed and selected an evidence based social emotional learning program? Why or why not?

Q6a. What does the program entail?

Q6b. Does the program include sequenced evidence-based classroom instruction?

Step 6 – Review and Select Evidence-Based Program(s)/Strategies.

Indicator and Rationale		The steering committee, including the principal, and key stakeholders have reviewed and selected evidence-based SEL program(s)/strategies that meet identified SEL goals. Sequenced, evidence-based classroom instruction is at the center of effective social and emotional learning.			
Performance Levels	4	3	2	1	
	Fully functional level of development and implementation	Mostly functional level of development and implementation	Limited development or partial implementation	Little or no development and implementation	
	Steering committee, including principal, has selected several evidence-based programs based on the needs and resources assessment and using a framework for review that includes consideration of such issues as fit with school, desired level of family involvement, program delivery, etc. Program options have been shared with larger group that includes broad representation from key implementers (e.g., teachers). Large group has selected program that closely matches identified needs and school culture, and is most likely to be implemented with fidelity in the school.	Steering committee, including principal, has selected several evidence-based programs based on the needs and resources assessment and using a framework for review that includes consideration of such issues as fit with school, desired level of family involvement, program delivery, etc. Program options have not yet been shared with larger group of stakeholders, including broad representation from key implementers (e.g., teachers)	Steering committee, including principal, has begun reviewing evidence-based programs. No framework for systematic review has been developed.	Steering committee, including principal, has not yet begun to undertake a program review process. Individuals may have begun to collect information about various programs but has not shared it with the committee.	

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Implementation Phase

Step 7: Conduct Initial Professional Development Activities

Trainers from the evidence-based program have provided initial professional development. Initial training in the evidence-based program ensures that initial implementation staff (e.g. administrators and teachers) are grounded in its theory, principles, and strategies.

Q7. Describe your school's professional development for social emotional learning.

Q7a. What does the training entail?

Q7b. Who administers the training?

Q7c. How are the implementation staff grounded in the theory and principles of the training?

Step 7 – Conduct Initial Professional Development Activities.

Indicator and Rationale		Trainers from the evidence-based program have provided initial professional development. Initial training in the evidence-based program ensures that initial implementation staff (e.g., administrators and teachers) are grounded in its theory, principles, and strategies.			
Performance Levels	4 Fully functional level of development and implementation		3 Mostly functional level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
	Trainers from the selected evidence-based program have provided in-depth training for all teachers implementing the program in classrooms and training on basic SEL concepts for other key stakeholders, including administrators, support staff, and parents. Plans have been established for future professional development related to the SEL program.		Trainers from the selected evidence-based program have provided training for designated staff and administrators. Steering committee, including principal, has begun to plan for future professional development related to the SEL program.	Trainers from the selected evidence-based program have provided training for administrators and instructional staff involved in initial program launch. There are no plans for future professional development related to the SEL program.	Professional development on SEL program has not yet occurred.

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Step 8: Launch SEL Instruction in Classrooms

Teachers have begun implementing the selected evidence-based SEL program in classrooms and have begun to reflect on the instructional and implementation process. The initial program launch provides an opportunity for staff to become familiar with the program and reflection prepares staff for school-wide expansion.

Q8. Describe the ways teachers are implementing the identified evidence-based program in classrooms.

Q8a. Describe the ways they reflect on the instructional and implementation process.

Step 8 – Launch SEL Instruction in Classrooms.				
Indicator and Rationale	Teachers have begun implementing the selected evidence-based SEL program in classrooms and have begun to reflect on the instructional and implementation process. The initial program launch provides an opportunity for staff to become familiar with the program and reflection prepares staff for schoolwide expansion.			
Performance Levels	4 Fully functional level of development and implementation	3 Mostly functional level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
	<p>All classrooms selected during planning process for initial implementation are using the program.</p> <p>The entire school community has been informed about start of program implementation.</p> <p>Teachers have regular, formal opportunities to reflect on process of implementation and are anticipating changes or improvements for next program phase.</p>	<p>Program implementation has begun. Most classrooms selected during planning process for initial implementation are beginning to use the program.</p> <p>Teachers have begun to reflect on process of implementation.</p>	<p>Some teachers have begun using evidence-based program in classrooms on a limited basis.</p> <p>There are little or no opportunities for teachers to formally reflect on their experiences with the program.</p>	<p>Initial implementation of program has not yet begun.</p>

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Step 9: Expand Classroom-Based SEL Programming and Integrate School-Wide

All teachers, after reflecting on initial implementation and making necessary adaptations, have begun implementing the SEL program in their classrooms, and SEL practices are being integrated into other school activities. Integration and expansion create a consistent environment and support for students' social and emotional development.

Q9. How are social emotional learning activities from the classroom being integrated into other school activities?

Step 9 – Expand Classroom-Based SEL Programming and Integrate SEL School-Wide.				
Indicator and Rationale	All teachers, after reflecting on initial implementation and making necessary adaptations, have begun implementing the SEL program in their classrooms, and SEL practices are being integrated into other school activities. Integration and expansion create a consistent environment of support for students' social and emotional development.			
Performance Levels	4 Fully functional level of development and implementation	3 Mostly functional level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
	<p>All teachers have begun implementing the selected SEL program in classrooms.</p> <p>Staff members, in conjunction with the steering committee, have identified several ways to integrate SEL practices into other school activities. Staff are regularly trying out these strategies and looking for new ways to integrate SEL outside the classroom such as at recess, in the lunchroom, and in after-school programs.</p>	<p>All teachers have begun implementing the selected SEL program in classrooms.</p> <p>The steering committee has identified several ways to integrate SEL practices into other school activities and has shared the ideas with staff. Staff members are regularly trying out these strategies.</p>	<p>Some teachers, beyond those involved in the initial launch, have begun implementing the SEL program.</p> <p>The steering committee has identified several ways to integrate SEL practices into other school activities and has shared the ideas with staff. Staff members are beginning to try out the strategies and concepts.</p>	<p>No other teachers, beyond those involved in the initial launch have begun implementing the SEL program.</p> <p>The steering committee has begun to discuss ways to integrate SEL practices into other activities, but no action has been taken.</p>

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Step 10: Revisit Implementation Activities and Adjust for Continual Improvement

The steering committee, including the principal, revisits all SEL planning and implementation activities at regular intervals to determine if changes or adaptations are needed to improve programming. Regular review of activities and programming is a good way to check on progress and ensure timely revision of any problems.

Q10. Describe the ways the steering committee engages in continual improvement of the social emotional learning program.

Q10a. How often do they determine the need to change or adapt the program to improve programming?

Step 10 – Revisit Implementation Activities and Adjust for Continuous Improvement.				
Indicator and Rationale	The steering committee, including the principal, revisits all SEL planning and implementation activities at regular intervals to determine if changes or adaptations are needed to improve programming. Regular review of activities and programming is a good way to check on progress and ensure timely revision of any problems.			
Performance Levels	4 Fully functional level of development and implementation	3 Mostly functional level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
	Steering committee, including principal, revisits all planning and implementation activities at regular intervals (e.g., steering committee membership is reconsidered every few years, vision is reviewed for continued relevance yearly, needs assessment conducted every 5 years, etc.) Adjustments are regularly made to programming to reflect new thinking, circumstances, and needs.	Steering committee, including principal, revisits key planning and implementation activities at regular intervals (e.g., steering committee membership has been reconsidered, vision has been reviewed for continued relevance, etc.) Some adjustments have been made to programming based on review.	The steering committee, including the principal, revisits planning and implementation activities on an intermittent basis. No adjustments have been made to programming.	Planning and implementation activities are not reviewed or revisited in any formal way.

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

SEL Sustainability Factors **For Effective SEL Implementation and Sustainability**

Providing Ongoing Professional Development

The principal commits resources for ongoing professional development and provides opportunities for reflection and feedback for all school staff (e.g. teachers, support staff, playground monitors, custodians, etc.) Ongoing professional development and reflection keeps SEL instruction and activities fresh and allow for continuous improvement.

Q11. Describe how your school provides ongoing professional development for social emotional learning.

Q11a. Are there opportunities for professional development, reflection, and feedback?

A. Provide Ongoing Professional Development.				
Indicator and Rationale	The principal commits resources for ongoing professional development and provides opportunities for reflection and feedback for all school staff (e.g., teachers, support staff, playground monitors, custodians, etc.). Ongoing professional development and reflection keep SEL instruction and activities fresh and allow for continuous improvement.			
Performance Levels	4 Fully functional level of development and implementation	3 Mostly functional level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
	<p>Each year all new and returning teaching staff receive training from a qualified trainer in the evidence-based SEL program.</p> <p>School offers regular professional development to all staff, including support staff (e.g., book groups, SEL workshops).</p> <p>Teachers are regularly given opportunities to collaborate on SEL planning and activities (e.g., grade-level team meetings dedicated to discussion of SEL).</p> <p>School has cultivated outstanding staff to serve as on-site mentors and champions and receive advanced SEL training.</p> <p>School offers ongoing opportunities for SEL coaching and feedback.</p>	<p>Each year all new and returning teaching staff receive training from a qualified trainer in the evidence-based SEL program.</p> <p>School offers regular professional development to all staff, including support staff (e.g., book groups, SEL workshops).</p> <p>Teachers are regularly given opportunities to collaborate on SEL planning and activities (e.g., grade-level team meetings dedicated to discussion of SEL).</p>	<p>Training in SEL programming is offered to new teaching staff.</p> <p>There is minimal professional development for staff above and beyond evidence-based program (e.g., SEL is occasionally included as part of staff meetings, teachers receive articles/SEL readings once in a while, professional development on SEL is offered once a year as part of an in-service day).</p>	<p>There is no plan for professional development related to evidence-based SEL program.</p>

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Evaluate Practices and Outcomes for Continuous Improvement

The steering committee, including the principal, continually monitors the school's SEL practices and outcomes, making appropriate adaptations and improvements. Regular and ongoing evaluation of practices and outcomes helps ensure school is reaching its goals and implementing its program as intended.

Q12. Describe your school's process for evaluating practices and outcomes for continual improvement of the social emotional learning program.

B. Evaluate Practices and Outcomes for Continuous Improvement.				
Indicator and Rationale	The steering committee, including the principal, continually monitors the school's SEL practices and outcomes, making appropriate adaptations and improvements. Regular and ongoing evaluation of practices and outcomes helps ensure school is reaching its goals and implementing programming as intended.			
Performance Levels	4 Fully functional level of development and implementation	3 Mostly functional level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
	<p>Steering committee, including principal, is collecting both baseline and follow-up data on implementation practices (including teacher performance), student SEL competency, and impact of SEL on school climate.</p> <p>Data is used to make appropriate adaptations to programming and to ensure fidelity to core elements of program.</p> <p>School shares all evaluation efforts with key school stakeholders and clearly documents lessons learned.</p>	<p>Steering committee, including principal, has identified evaluation instruments to measure implementation practices (including teacher performance), student SEL competency, and impact of SEL on school climate.</p> <p>Evaluation activities are conducted and may include collecting baseline and follow-up data on implementation practices, students SEL competency, and impact of SEL on school climate.</p> <p>Data is analyzed but not yet shared with key stakeholders and is intermittently used to make improvements to programming.</p>	<p>Steering committee, including principal, is in process of identifying instruments to measure implementation practices (including teacher performance), student SEL competency, and impact of SEL on school climate.</p> <p>Some evaluation activities are taking place (e.g., surveys administered, data entered) but efforts are not comprehensive (e.g., data not analyzed or maybe a needs assessment has been done but evaluation has not gone further).</p>	<p>No evaluation efforts are taking place.</p>

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Develop an Infrastructure to Support SEL Programming

The school leader creates an infrastructure, including policies, funding, time, and personnel to support SEL programming. Establishing an infrastructure for SEL ensures that it remains a visible priority in the school and is therefore more likely to be sustained.

Q13. Describe the infrastructure that exists to support social emotional learning programming.

Q13a. Are there policies, funding, time, and personnel to support the SEL programming?

Q13b. Does the infrastructure ensure social emotional learning is a priority?

C. Develop an Infrastructure to Support SEL Programming.				
Indicator and Rationale	The school leader creates an infrastructure, including policies, funding, time, and personnel to support SEL programming. Establishing an infrastructure for SEL ensures that it remains a visible priority in the school and is therefore more likely to be sustained.			
Performance Levels	4 Fully functional level of development and implementation	3 Mostly functional level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
	Principal dedicates a line item in school budget for SEL programming. Time is allocated for SEL planning and activities, including professional development, on a regular basis. Principal creates a designated staff position to be responsible for overseeing SEL efforts (e.g., SEL Coordinator). Existing policies are aligned with SEL principles, gaps are identified, and new SEL policies are created to fill the gaps.	Principal is committed to securing funding for SEL beyond initial implementation. Principal identifies staff (i.e., beyond steering committee) to assume responsibility for SEL planning and activities. Existing policies are aligned with SEL principles and gaps are identified, but new policies are not created to fill the gaps.	Principal is in process of identifying funding past initial program start up. Time is set aside for SEL planning and activities on an initial basis. Principal is beginning to identify staff (i.e., beyond steering committee) to assume responsibility for SEL activities. Existing policies are being reviewed for alignment with SEL.	Principal is not working to identify funding for SEL programming. Little to no effort is put into allocating time and personnel for SEL programming. No SEL specific policies are being created and existing policies are not being revised to reflect SEL programming.

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Integrate SEL Framework and Practices Schoolwide

The steering committee, including the principal, are working with staff to review all school activities (core academic classes, student support services, co-curriculars) to maximize the integration of SEL in the school. Integration of SEL into all school activities provides numerous opportunities for students to practice and reinforce the SEL skills they are learning in the classroom.

Q14. Describe how your school integrates the social emotional learning framework and practices school wide.

D. Integrate SEL Framework and Practices School-Wide.				
Indicator and Rationale	The steering committee, including the principal, are working with staff to review all school activities (core academic classes, student support services, co-curriculars) to maximize the integration of SEL in the school. Integration of SEL into all school activities provides numerous opportunities for students to practice and reinforce the SEL skills they are learning in the classroom.			
Performance Levels	4 Fully functional level of development and implementation	3 Mostly functional level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
	<p>Social and emotional concepts and strategies are regularly integrated into all areas and functions of the school, including curricular, extracurricular, and student support services.</p> <p>There is consistent use of SEL concepts and strategies in adult and student interactions.</p>	<p>Teachers are collaborating with steering committee, including the principal, to integrate SEL concepts into all academic areas.</p> <p>Other school staff are collaborating with steering committee to incorporate SEL concepts and strategies into school supports and activities</p> <p>There is frequent use of SEL concepts and strategies in adult and student interactions.</p>	<p>Steering committee, including principal, is beginning to explore connections between SEL and all school activities (e.g., core academic classes, student support services, and extracurriculars). Little action has been taken.</p> <p>There is intermittent use of SEL concepts and strategies in adult and student interactions.</p>	<p>SEL does not expand beyond the scope of the evidence-based program.</p> <p>There is little to no use of SEL concepts and strategies in adults and student interactions.</p>

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Nurture Partnerships with Families and the Community

The school leader and steering committee establish family/school/community partnerships that effectively support and integrate students' social, emotional, and academic development. Family and community partnerships can provide financial resources and external expectations to sustain SEL programming, and provide additional support for students to reinforce SEL skills they are learning in school.

Q15. Describe how your school nurtures partnerships with families and the communities to support and integrate students' social, emotional and academic development.

E. Nurture Partnerships with Families and the Community.				
Indicator and Rationale	The school leader and steering committee establish family/school/community partnerships that effectively support and integrate students' social, emotional, and academic development. Family and community partnerships can provide financial resources and external expectations to sustain SEL programming, and provide additional support for students to reinforce SEL skills they are learning in school.			
Performance Levels	4 Fully functional level of development and implementation	3 Mostly functional level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
	<p>Steering committee, including principal, communicates with families and community partners about SEL through regular updates.</p> <p>Family members are formally introduced to SEL concepts and strategies and regularly reinforce student learning through activities at home.</p> <p>Parents, family members, and community members are actively engaged in SEL programming at the school (e.g., serve on or lead SEL-related committees, participate in SEL events, co-teach).</p> <p>Community partnerships are formalized and are integral to SEL activities.</p>	<p>Steering committee, including principal, communicates with families and community partners about SEL through regular updates.</p> <p>Parents and family members are trained in SEL concepts and strategies and are encouraged to reinforce what students are learning through activities at home.</p> <p>Committee establishes relationships with community partners to help get work done.</p>	<p>Steering committee, including principal, communicates with families and community partners about SEL through regular updates.</p> <p>Parent/family participation is limited to occasional student/family homework activities.</p> <p>Committee identifies and begins talking to community partners about ways to work together.</p>	<p>Families and community partners are given limited information about SEL.</p> <p>No efforts are currently made to form partnerships with community organizations.</p>

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Communicate with the Entire School Community about SEL Programming

The steering committee, including the principal, regularly shares information about the school's SEL programming and celebrate success with staff, families, students, and community members. Ongoing communication through a variety of means helps in gaining support and maintaining enthusiasm.

Q16. Describe the ways you school shares information about the schools' social emotional learning program and success with staff, families, students, and community members.

F. Communicate with the entire School Community About SEL Programming.				
Indicator and Rationale	The steering committee, including the principal, regularly shares information about the school's SEL programming and celebrate success with staff, families, students, and community members. Ongoing communication through a variety of means helps in gaining support and maintaining enthusiasm.			
Performance Levels	4 Fully functional level of development and implementation	3 Mostly functional level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
	<p>Steering committee, including principal, regularly communicates about SEL learning, planning, and implementation to other members of school community both verbally and in written materials.</p> <p>Research and additional readings related to SEL and its impact on student outcomes is regularly shared.</p> <p>Steering committee, including principal, solicits feedback from stakeholders about SEL initiative on a regular basis.</p> <p>Principal regularly provides opportunities to celebrate successes with staff, students, and families.</p>	<p>Steering committee, including principal, regularly reports planning and implementation information to members of school community at staff meetings, verbally, and in written materials.</p> <p>Research and additional readings related to SEL and its impact on student outcomes is shared as it becomes available.</p> <p>Steering committee, including principal, solicits feedback from stakeholders about SEL initiative on an intermittent basis.</p>	<p>Steering committee, including principal, reports planning and implementation information to other staff and school community members when requested.</p> <p>Occasional written materials about SEL programming and research are shared with members of school community.</p>	<p>Little or no information about SEL initiative is shared beyond members of steering committee.</p>

Appendix D
Systemic Social Emotional Learning Implementation Coding Framework for RQ1D and RQ1E

RQ1D: Social Emotional Learning Implementation Structures and Supports

Key Implementation Areas

Area	Code	Description
Instruction	IN	Social emotional learning competencies are integrated into classroom instruction through indirect embedment into academic content areas and direct instruction to facilitate social emotional competency development.
Policies and Procedures	PP	Social emotional learning competencies are reflected in schoolwide policies and procedures and social emotional learning is reinforced by school culture and function.
Family and Community	FC	Family and community stakeholders have opportunities to engage in social emotional learning with students and the broader school community.

Level of Implementation

Level	Code	Description
Developed	DE	A structure to support social emotional learning has been fully developed.
Present	PR	A structure to support social emotional learning is present.
Implemented	IM	A structure to support social emotional learning is being implemented with students.
Evaluated	EV	Data about the structure to support social emotional learning is being collected and evaluated to support the continual improvement of the program.
Not Sufficient Evidence	NSE	There is not sufficient evidence to make a determination.

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

RQ1E: Adherence to CASEL's Social Emotional Learning Competencies

Presence of Competency

Competency	Code	Description
Self-Awareness	SA	SEL competency that teaches students to “know their strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset”.
Self-Management	SM	SEL competency that teaches students to “effectively manage stress, control impulses, and motivate yourself to set and achieve goals”.
Social Awareness	SC	SEL competency that teaches students to “understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures”.
Relationships Skills	RS	SEL competency that teaches students to “communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed”.
Responsible Decision Making	RD	SEL competency that teaches students to “make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms”.

Extent of Adherence

Extent Evident	Code	Description
Fully Evident	FE	Evidence of SEL competency exists.
Partially Evident	PE	Partial evidence of SEL competency exists.
Not Evident	NE	No evidence of SEL competency exists.
Not Sufficient Evidence	NSE	There is not enough sufficient evidence to make a determination.

Appendix E High School Reading and Language Arts Lesson Plan Template



GRADES 9-12 READING/ENGLISH LANGUAGE ARTS

PLANNING AND OBSERVATION GUIDES

The high school Reading/English Language Arts Templates are built around the following basic tenets:

- Reading and writing are reciprocal processes that are inextricably linked and should be taught as part of an integrated approach to reading/language arts.
- The skills and strategies for reading and writing instruction are based on the appropriate Common Core Standard for each grade level taken from the MDSE website, www.mdk12.org.
- Students should be allowed to self-select independent reading materials and read daily in order to strengthen their reading "muscles."
- Grammar and vocabulary instruction should be woven into the instructional unit design.
- Speaking and listening skills must be an integral part of reading/language arts instruction and are foundational to comprehension and to supporting students' critical analysis of complex text.

DAILY LESSON PLANNING

- **INDEPENDENT READING:** It is suggested that Independent Reading occur at the beginning of each reading/language arts period and serve as a warm-up.
 - Students read books, magazines, etc. at their **independent reading levels**.
 - Students self-select their reading material.
 - Reading may be tied to the CCSS objective for self-selected reading (RL/RI 10)
 - Teachers assist students in selecting books at appropriate reading levels, helping them find books that meet their interests, introducing them to new authors, series, genre, etc.
 - Teachers briefly conference with students during this reading period.
 - Students record and respond to their independent reading.
- **INTRODUCTORY/DEVELOPMENTAL ACTIVITIES:**
 - This part of the lesson is devoted to modeling a skill or strategy. The lesson should be short and focused.
 - Teachers should use and model strategy lessons for reading and writing instruction **as needed**.
 - **Close reading activities are built on first reading that demands comprehension of the text before analysis and interpretation questions are relevant.**
- **GUIDED PRACTICE AND/OR INDEPENDENT TASKS:**
 - Students practice the skill or strategy taught, using texts *with scaffolded support as needed*.
 - In addition, it is essential for students to spend time accessing complex texts through paired, independent or group practice as part of close reading activities.
 - Teachers will decide the best ways to support students during the work period. This includes individual conferencing or various types of small group instruction:
 - Groups flexibly organized based on student needs for a specific skill or strategy;
 - Groups based on students' current reading levels; and
 - Literature circles/student-led book discussion groups.
 - Please note that no specific group rotation is mandated. It is expected that, in order to appropriately support students during the work period, teachers will often decide to meet with their struggling readers to prepare them to access the text and to apply the skill or strategy. It is also expected that teachers will find it helpful to meet with groups of students reading the same text at the same level to support discussion and deepen their understanding of the application of the skill or strategy to the text. Therefore each work period will probably contain some combination of individual conferencing and short, small group meetings.

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

HIGH SCHOOL READING ELA		DTA PLANNING GUIDE	
Initial Preparation Plans FFT Support, 1.c (Setting Instructional Outcomes)			
IDENTIFY STRATEGY(IES) or SKILL OBJECTIVE(S) from CCSS STANDARDS Think Abouts for Academic Rigor and Clear Expectations: <ul style="list-style-type: none">Are standards and rubrics made available?Are they posted and shared with students?Does the lesson objective articulate the assessment criteria for learning outcome?		This lesson is linked to the following CCSS Standards: <ul style="list-style-type: none"> This lesson is linked to the following study school skills: <ul style="list-style-type: none">	
MATCH OBJECTIVE WITH TEXT Ensure each text(s) is well-aligned to the chosen strategy/skill and to student needs/interests.		Match Objectives with Text	
LESSON OBJECTIVE(S) Objective(s) must be posted visibly. Objective(s) must be stated aloud to students. Think Abouts for Academic Rigor and Clear Expectations: <ul style="list-style-type: none">What is the expected outcome of this lesson?Why are you doing this objective?What evidence will be need for students to show examples of their work to illustrate that the objective(s)/outcome is met?Does the objective(s)/outcome prompt students to raise questions, solve problems, to think and to reason?		Lesson Objectives <ul style="list-style-type: none"> Content Objectives: <ul style="list-style-type: none"> Language Objectives: <ul style="list-style-type: none">	
VALUE, SEQUENCE, AND ALIGNMENT/BALANCE Students must be able to build their understanding of important ideas from concept to concept. <ul style="list-style-type: none">How does the lesson fit in with previous and future lessons in this unit of study?How will this lesson proceed in terms of time and learning tasks?		Value, Sequence, and Alignment/Balance <ul style="list-style-type: none"> Academic Rigor and Clear Expectations <ul style="list-style-type: none">	
<ul style="list-style-type: none">What interdisciplinary connections will be made in this lesson? In what ways is this lesson rigorous and authentic? Think Abouts for Academic Rigor and Clear Expectations: <ul style="list-style-type: none">Is the sequence of expected concepts and skills specified?Are there models of student work available in the sequence of learning?How is teaching conducted/designed to highlight the importance of the concept(s)?			
SUITABILITY FOR DIVERSE LEARNERS <ul style="list-style-type: none">What accommodations or differentiation of instruction/use of UDL has been provided for diverse learners (TAG, ESOL, SPED, 504, etc.)?Are the outcomes providing cultural sensitivity?Are assessments differentiated? Think Abouts for Academic Rigor and Clear Expectations: What is/are the explicit criteria for every learner to demonstrate mastery of the concept/content?		Suitability for Diverse Learners <ul style="list-style-type: none"> Think Abouts for Academic Rigor and Clear Expectations <ul style="list-style-type: none">	
Independent Reading (10-15 minutes) (Recommended for warm-up) Initial SRI Assessment data may be used to determine and monitor student placement in independent texts. Allowing students to read independent, self-selected texts (which may come from the classroom library) addresses the needs of diverse learners in each class. CCSS RL/RI 10 Teacher provides monitoring and feedback through various formative assessment tools such as reading logs, Quick Writes, teacher/student conferencing Think Abouts for Academic Rigor and Clear Expectations: Are opportunities made available that allow for prior and out of school knowledge regularly in teaching and learning?		Think Abouts for Academic Rigor and Clear Expectations <ul style="list-style-type: none">	

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Lesson Component/Teaching Moves <i>FFT Support, 1.e (Designing coherent Instruction)</i> <i>FFT Support 3.d Using Assessment in Instruction</i>	Teaching Language Teachers might also include think alouds and teaching moves on sticky notes in their instructional resources, as well as noting them on this planning sheet. <i>FFT Support, 2d (Managing Student Behavior)</i> <i>FFT Support, 3.b (Questioning/Discussion Techniques)</i> <i>FFT Support, 3.c (Engaging Students...)</i>	Essential Question(s), Differentiation/Modifications and Resources Needed
Introductory & Developmental Activities 15-20 min. -Connect and Engage-5 min. <ul style="list-style-type: none"> Explain/review the strategy/skill and how it is used. As appropriate, build/activate background knowledge and academic vocabulary necessary to beginning to read the text. Pre-assess as appropriate. Students engage with the text (set their purpose for reading, skim, read, and code/annotate, use strategic behaviors; close reading) Modeling-10-15 min. A brief teacher-directed lesson on reading/writing strategy or skill <ul style="list-style-type: none"> Includes academic vocabulary / grammar instruction as appropriate Model thinking and with think-alouds. Record think-alouds for the students (sticky notes, anchor chart, etc.) Model close reading /evidence-based writing skills Engage students. Insert Think/Jot/Pair/Share or other student response checks to monitor understanding		•
Guided Practice – 20-35 min. Student discussion (pair/share, small group, and whole group) of guiding questions is a guided practice option for HS English units. Identify guided practice needed before releasing students to practice on their own. <ul style="list-style-type: none"> Portions of text to read aloud and think-alouds to use if needed Graphic Organizer or note taking expectations (e.g., response journal, double-entry journal, sticky notes, notes on reproducible text, etc.) Consider: <ul style="list-style-type: none"> Cooperative groupings. Conceptual difficulties that might arise. How students can initiate discussion. How tasks are differentiated and cognitively challenging. How the tasks advance students' understanding and learning. How to mentally engage students with the content and aid in constructing understanding. Ways to check for understanding or need for further support. Teacher provides feedback in writing, orally or through modeling Teacher uses developmentally appropriate language when giving feedback 		•

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

<p>Think Abouts for Academic Rigor and Clear Expectations:</p> <p><i>Is the subject being taught in ways that press students to pose and solve problems?</i></p>		
<p>Independent Task(s) – 20-30 min. (Independent work may be embedded in the guided practice portion of the lesson. It may not always occur as the last activity in any single lesson.)</p> <p>What opportunities will students have to use the new skills/concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it? How will students demonstrate their mastery of the essential learning outcomes? May be a continuation of the practice task.</p> <ul style="list-style-type: none"> • Reading: Students apply knowledge in texts at their independent reading levels; additional texts may be provided to differentiate for interests and/or reading levels. • Students do a close reading and analysis of text –RL/RI • Writing: Students engage in various parts of the writing process CCSS 4-6 • Students work on appropriate text-based analysis/mentor-text written response for appropriate purpose-W1, W2, W3 <p>Teacher conferences with students and includes (as needed):</p> <ul style="list-style-type: none"> ▪ Student-led discussion groups. ▪ Peer responding/conferencing. ▪ Teacher-monitored/led flexible groups based on specific needs. 		
<ul style="list-style-type: none"> ▪ Teacher-led guided reading groups based on reading levels. <p>Think Abouts for Academic Rigor and Clear Expectations:</p> <ul style="list-style-type: none"> • Are opportunities for active use of knowledge made available so that students do the mental work of making sense of the content? • How are students empowered to do their own knowledge construction? <i>How do you know that the ideas students develop are in accordance with the established concepts/content?</i> 		
<p>CLOSING (5-10 minutes) Includes one or more:</p> <ul style="list-style-type: none"> ▪ Assessment of student learning, including student reflection on what was learned which may include: <ul style="list-style-type: none"> ○ Connections to previous and new learning. ○ A review of the lesson objective and if it was achieved. ○ An exit slip, final journal reflection, or other means of informal assessment. ○ PCR, BCR, TBSR, or quiz. ○ Student sharing and peer feedback. ○ Celebrations of learning. <p>Think Abouts for Academic Rigor and Clear Expectations:</p> <ul style="list-style-type: none"> • Do teaching and assessment focus on student mastery of a concept/content? <i>How do you know? What evidence will be needed to illustrate whether it has?</i> 	<ul style="list-style-type: none"> • 	

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Appendix F Course Planning Map

Course Map

Course Name:	House Level: Lower / Upper / Both
--------------	-----------------------------------

Introduction: The purpose of the Course Map is for teachers to reflect on the course they have been teaching this school year and/or plan on how they will teach a course in the coming school year. Teachers are encouraged to work with their content planning partner and/or coach to complete this document.

Unit 0	Approximate Length of Unit	Overarching/Essential Questions <i>What makes a question "essential"?</i>

Overarching Critical Thinking Skills Assessed (Highlight)	Overarching Socioemotional Skills Assessed (Highlight)	Overarching Language Functions (Highlight)
<ul style="list-style-type: none"> ⇒ Summarize ⇒ Propose a Claim ⇒ Gather Information ⇒ Plan ⇒ Reflect & Revise ⇒ Analyze Data ⇒ Model ⇒ Compare & Contrast ⇒ Analyze Information 	<ul style="list-style-type: none"> ⇒ Relationships ⇒ Responsible Decisions ⇒ Self-Management 	<ul style="list-style-type: none"> ⇒ Compare/Contrast ⇒ Propose a Claim ⇒ Cause and Effect ⇒ Sequencing ⇒ Classify ⇒ Describe ⇒ Other:

Unit Mastery Project Description





List Module Name	Gradebook Worthy Module Assessment(s) List the Assessment Question(s)	Bloom's Cognitive Level (Highlight)
Module 2:		<ul style="list-style-type: none"> ⇒ Remembering ⇒ Understanding ⇒ Applying ⇒ Analyzing ⇒ Evaluating ⇒ Creating
Module 2:		<ul style="list-style-type: none"> ⇒ Remembering ⇒ Understanding ⇒ Applying ⇒ Analyzing ⇒ Evaluating ⇒ Creating
Module 3:		<ul style="list-style-type: none"> ⇒ Remembering ⇒ Understanding ⇒ Applying ⇒ Analyzing ⇒ Evaluating ⇒ Creating
Module 4:		<ul style="list-style-type: none"> ⇒ Remembering ⇒ Understanding ⇒ Applying ⇒ Analyzing ⇒ Evaluating ⇒ Creating
Module 6:		<ul style="list-style-type: none"> ⇒ Remembering ⇒ Understanding ⇒ Applying ⇒ Analyzing ⇒ Evaluating ⇒ Creating
Mastery Project		<ul style="list-style-type: none"> ⇒ Remembering ⇒ Understanding ⇒ Applying ⇒ Analyzing ⇒ Evaluating ⇒ Creating

Appendix G Social Emotional Learning Standards




Skills Progressions & Grading System

Updated August 2018

Directions: Use this document to easily copy and paste skill progressions and skill icons into your curriculum planning documents, student activity guides, and mastery project documents. Additionally, the last two pages explain our scoring system.

<p style="text-align: center;">CRITICAL THINKING SKILLS</p> 	<p style="text-align: center;">CONTENT SKILLS</p> 
<p style="text-align: center;">LANGUAGE SKILLS</p> 	<p style="text-align: center;">SOCIO-EMOTIONAL SKILLS</p> 

SOCIO-EMOTIONAL Skills Progressions

Skill	Progression
Relationships 	<p>1 = I can use group roles set by my teacher.</p> <p>2 = I can analyze ways to divide the work effectively in groups.</p> <p>3 = I can evaluate my role and contribution in groups as a member and leader. I can give feedback to my group members.</p> <p>4 = I make people in my group feel comfortable sharing their ideas and build off of their ideas. I can give specific feedback to my team members.</p> <p>5 = I am able to bring out the best in my group partners by capitalizing on their strengths.</p>
Responsible Decisions 	<p>1 = I will try to do new things. I can explain how a decision impacts me.</p> <p>2 = I participate and do the work that is required. My work is completed in a timely fashion. I make respectful decisions.</p> <p>3 = I ask for help as needed. I do not give up when confronted with an obstacle. I make good decisions. I know how my actions impact myself and others.</p> <p>4 = I have internal motivation that drives me to move forward in my work. I make informed decisions.</p> <p>5 = I go above and beyond what is required and asked. I seek new ways to face obstacles.</p>
Self-Management 	<p>1 = I can demonstrate control of impulsive behavior. I can relax with self-care activities such as reading a book, taking a walk, journaling, artistic, etc.</p> <p>2 = I can stay on task and demonstrate when, where and how to seek help.</p> <p>3 = I can seek peer support and provide it when needed.</p> <p>4 = I can use techniques for managing anxiety and stress.</p> <p>5 = I can manage conflict appropriately.</p>

How should I discuss my grades with my teachers, advisor, and parents/guardians?



Talking about Strengths

- What are my strengths?
- These green bars for ____ and ____ represent my strengths.
- I am good at ____ because _____. The rubric says that this means ____.
- Which courses have the highest skill scores?
- Which courses have the most green?
- I know my ability to speak English is improving because _____.



Talking about Areas for Improvement

- Which courses have the lowest skill scores?
- Which courses have the most red?
- Can you help me identify the projects I need to revise and redo?
- Can you help me use PowerSchool to find the areas that I need to improve?
- Can you help me move these red bars to yellow?
- My ____ teacher said that I need to improve my _____. Can you help me?
- Which projects can I revise to improve this red score?



Who can I go to if I need help?

- First Step: Talk to your classmates and group members
- Next Step: Talk to your classroom teacher
- If Necessary: Talk to your advisor
- If Necessary: Talk to your counselor

What do I need to be successful in our school?

Graduation Requirements



Courses:

- 21 credits total
- 4 credits English
- 3 credits Math
- 3 credits Social Studies
- 3 credits Science
- 1 credit Technology
- 1 credit Art
- ½ credit Health
- ½ credit Physical Education
- 2 credits of World Language or Technology
- 3 credits of Electives

Community Service

- 24 hours

State Required Tests

- PARCC English
- PARCC Algebra
- Biology (MISA)
- Government (HSA)

What will my transcript for college say?

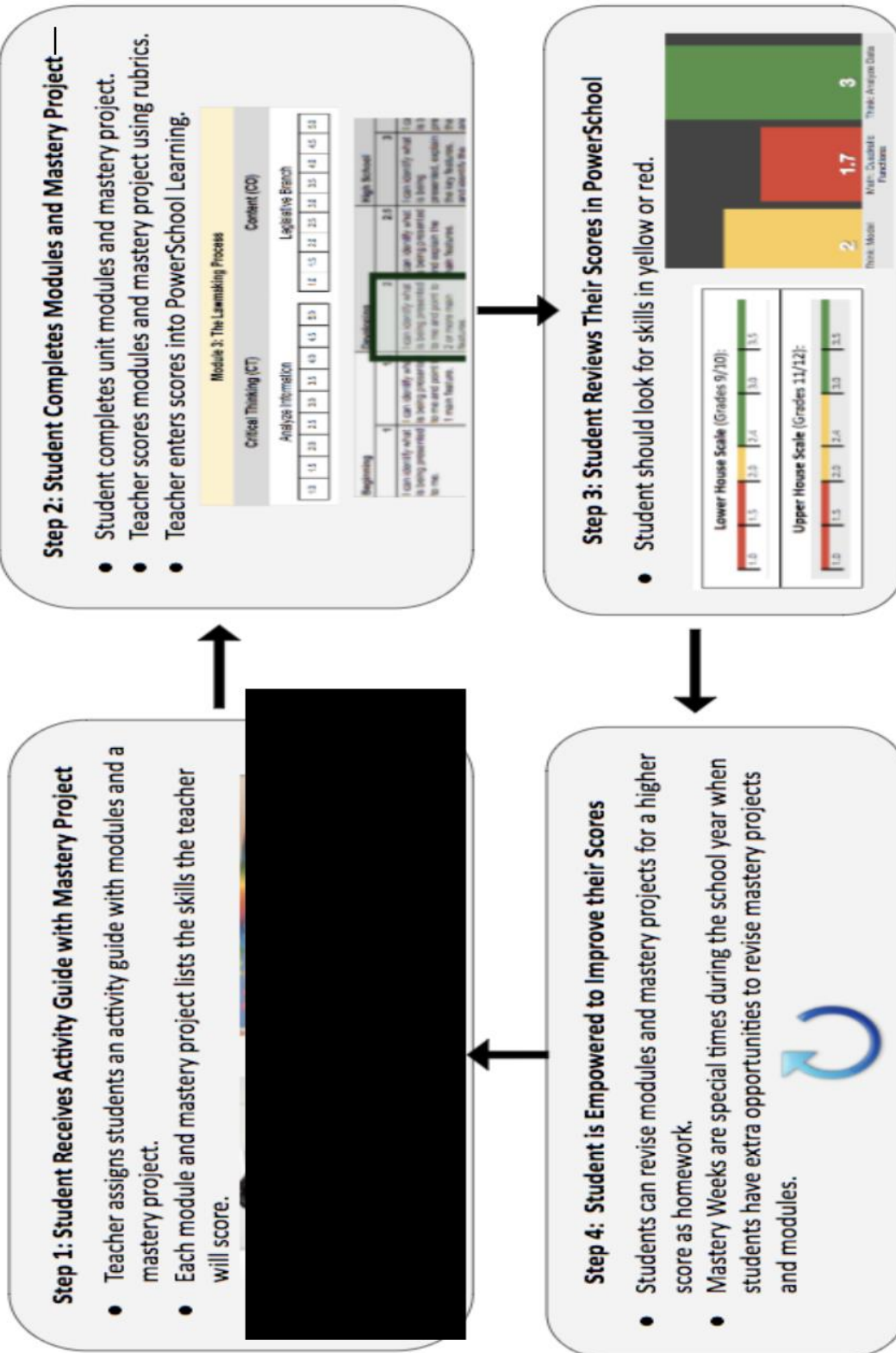
My end of course scores will be translated as follows.

	Grade Translations:	
	Lower House Courses	Upper House Courses
A	2.7+	3.5+
B	2.4-2.69	3.0-3.4
C	2.1-2.39	2.5-2.9
D	2.0-2.09	2.0-2.4
E	Below 2.0	Below 2.0



Am I eligible for extracurricular activities?

Extracurricular Activities Minimum Average of Scores in All Courses		
	Grade Levels: 9 & 10	Grade Levels: 11 & 12
1st Qtr	1.5	2.0
2nd Qtr	1.7	2.2
3rd Qtr	2.0	2.3
4th Qtr	2.1	2.5



EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Appendix H

2018-2019 Team Meeting Dates

2018-2019 TEAM MEETING DATES

Meeting Dates	Meeting Times
Wednesday, September 5	2:30-3:30
Wednesday, September 19 (Yom Kippur)	2:30-3:30
Wednesday, October 3	2:30-3:30
Wednesday, October 17	2:30-3:30
Wednesday, November 7	3:30-3:30
Wednesday, November 28	2:30-3:30
Wednesday, December 5	2:30-3:30
Wednesday, December 19	2:30-3:30
Wednesday, January 2	2:30-3:30
Wednesday, January 16	2:30-3:30
Wednesday, February 6	2:30-3:30
Wednesday, February 20	2:30-3:30
Wednesday, March 6	2:30-3:30
Wednesday, March 20	2:30-3:30
Wednesday, April 3	2:30-3:30
Wednesday, April 24	2:30-3:30
Wednesday, May 8	2:30-3:30
Wednesday, May 22	2:30-3:30
Wednesday, June 5	2:30-3:30
Wednesday, June 19	2:30-3:30

2-hr early dismissal dates:

- Friday, September 28
- Monday, November 5
- Friday, December 7
- Monday, January 28

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Appendix I Instructional Faculty and Support Staff

INSTRUCTIONAL FACULTY

██████████ ELA Success Coach	██████████ Science Success Coach
██████████ ESOL Success Coach (Founding Staff)	██████████ Science Success Coach
██████████ ELA Success Coach	██████████ Science Success Coach
██████████ Technology Success Coach	██████████ Social Studies Success Coach
██████████ ESOL Success Coach	██████████ Social Studies Success Coach
██████████ Spanish Success Coach	██████████ ELA Success Coach
██████████ Physics Success Coach	██████████ Math Success Coach
██████████ Music Success Coach	██████████ Special Education Chair
██████████ ESOL Success Coach	██████████ Social Studies Success Coach
██████████ PE Success Coach (Founding Staff)	██████████ Math Success Coach (Founding Staff)
██████████ Math Success Coach	██████████ Library and Media Specialist
██████████ Social Studies Success Coach	██████████ ELA Success Coach
██████████ Math Success Coach	

PARTNER SUPPORT STAFF

██████████, ██████████ Program Manager ██████████, ██████████ Mastery Specialist ██████████, ██████████ Coach
 ██████████, ██████████ Instructional Coach ██████████, ██████████ Instructional Director ██████████, ██████████ Volunteer

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Appendix J Defining Advisory

DEFINING ADVISORY

School Vision: Students will master key competencies through personalized pathways that develop critical thinking skills, language proficiency, and ownership of their learning. Community members will facilitate whole-student development that empowers students to navigate their communities, advocate for their personal growth, and succeed in a diverse and evolving global society.

Our advisory/enrichment period is used to help our scholars develop their socioemotional skills as well as to provide an additional opportunity for supports. It also gives us the ability to see student growth in this set of competency skills. Success Coaches are in charge of evaluating SE skills for their advisees.

	Day 1	Day 2	Day 3	Day 4
Title	Circle of Power and Respect	Power of Play	Progress Monitoring (Rosetta Stone/ Tutoring/ One on One and small group conversations)	Progress Monitoring (Rosetta Stone/ Tutoring/ One on One and small group conversations)
Purpose	For students to engage in discussions with a purpose. These topics range from bullying to anger management and exploring stereotypes.	Success Coaches lead "Getting to Know you Activities"	Success Coaches support student growth using weekly class data. Meetings with students happen one on one and in small group settings. When students are not meeting with their success coach, they are on Rosetta Stone or collaborating with other students to complete classwork.	
Structure	Daily news message greeting share an activity	Daily news message greeting share an activity	Structured at first and will then vary by advisory	Structured at first and will then vary by advisory

Appendix K

Principal's Address

PRINCIPAL'S ADDRESS

Welcome [REDACTED] Students and Families!

It is with great pleasure and excitement that we welcome a fourth cohort of students at the [REDACTED] (the class of 2022!) and welcome back the classes of 2021, 2020, and our inaugural class of 2019.

In our first three years, we built a strong culture around our core values of **EMPOWERMENT**, **COLLABORATION**, and **CRITICAL THINKING** and saw members of our school community go above and beyond expectations while putting [REDACTED] on the map. We have had more than 30 students take and pass the AP Spanish Language exam as underclassmen; we had a student participate on a panel at [REDACTED] University; we had six students share their migration narratives as a national gala in New York City; our STEM team placed 4th in a bi-national STEM competition and partnered with a school from Ghana; our boys Varsity soccer team advanced to the state semifinals; our students visited colleges throughout Maryland; nearly 20 students participated in [REDACTED] *Mi Espacio* partnership to improve their grades and their language proficiency, and a group of students spent time on Capitol Hill and discussed immigration policies with Senator Kamala Harris! In fact, last year's [REDACTED], Community Service Student of the Year, and Student Leader of the Year all came from [REDACTED]! Our Success Coaches did not hold back either. In our first year, one Success Coach claimed the Christa McAuliffe Teacher of the Year Award in [REDACTED] another helped [REDACTED] launch a cheerleading team; and a group of teachers attended AP training to be able to teach Advanced Placement college level courses during the 2018-2019 academic year. And we will add nine new Success Coaches to the mix as they become part of the [REDACTED] family.

As you build your leadership skills on our school campus, you, along with our team of Success Coaches and staff members, will pave the way for the creation of a world-class institution. You will partake in internship opportunities that are closely related to your college and career interests. You will be able to participate in summer programs that are tailored to your needs. You will develop strong English skills through individualized, personalized help from your teachers in all content areas by collaborating with other students on projects and by using technology to support your learning. These are a few of the many opportunities that will be made available to you in our effort to create a school that is designed to meet your needs while we give you choice and voice in everything we do.

We will continue on this journey together, expanding our mindset and developing a strong school culture like no other. Without you, there is no [REDACTED]

Respectfully,

[REDACTED]
School Principal

[REDACTED]
Assistant Principal

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Appendix L School Mission, Vision, and Values

SCHOOL MISSION, VISION AND VALUES

MISSION

The [REDACTED] is a community school that serves English Language Learners through a competencies-based approach. Our mission is to academically and emotionally prepare a learning community that is able to undertake the daily challenges common to the human experience through collaboration, critical thinking, and experiential learning opportunities. Our scholars acquire language proficiency and integrate technology in order to attain the skills necessary to succeed in high school, in college, and in careers of their choice.

VISION

Students at [REDACTED] will master key competencies through personalized pathways that develop critical thinking skills, language proficiency, and ownership of their learning. Community members will facilitate whole-student development that empowers students to navigate their communities, advocate for their personal growth, and succeed in a diverse and evolving global society.

SCHOOL VALUES

We seek to ensure that all of our stakeholders are:

- **Empowered:** [REDACTED] *community members actively engage in acquiring knowledge, even in the face of adversity. Community members understand how they learn best and what triggers their intrinsic motivation. We are resilient, motivated, and empowered to create our own destinies.*
- **Collaborative:** [REDACTED] *community members work well with others to accomplish shared goals. They impact the community by demonstrating their awareness of global issues, valuing diversity, and possessing skills to understand, cooperate, and empathize with others.*
- **Critical Thinkers:** [REDACTED] *community members are lifelong learners. They are independent thinkers who strive to understand fully the complex issues they face in our school community and beyond.*

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EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Appendix M Bell Schedule

BELL SCHEDULE

While there are different schedules for A day and B day, the bells will remain consistent every day from Monday through Friday. Please note that some students eat lunch during block 5, while other students eat lunch during block 6.

REGULAR A/B SCHEDULE

LH Period	LH Time		UH Period	UH Time
1 (Advisory/Club)	7:45 - 8:25		1 (Advisory/Club)	7:45 - 8:25
2	8:27 - 9:19		2	8:27 - 9:19
3	9:21 - 10:13		3	9:21 - 10:13
4	10:15 - 11:07		4	10:15 - 11:07
5	11:09 - 12:01		5th Lunch	11:09 - 11:43
6th Lunch	12:03 - 12:37		6	11:45 - 12:37
7	12:39 - 1:31		7	12:39 - 1:31
8	1:33 - 2:25		8	1:33 - 2:25

2HR EARLY DISMISSAL SCHEDULE

LH Period	LH Time	UH Period	UH Time
1 (Advisory/Club)	7:45 - 8:18	1 (Advisory/Club)	7:45 - 8:18
2	8:20 - 8:53	2	8:20 - 8:53
3	8:55 - 9:28	3	8:55 - 9:28
4	9:30 - 10:03	4	9:30 - 10:03
5	10:05-10:38	6	10:05-10:38
7	10:40-11:13	7	10:40-11:13
8	11:15 - 11:48	5th Lunch	11:15 - 11:48
6th Lunch	11:50 - 12:25	8	11:50 - 12:25

2HR DELAY SCHEDULE

LH Period	LH Time	UH Period	UH Time
1 (Advisory/Club)	9:45 - 10:18	1 (Advisory/Club)	9:45 - 10:18
2	10:20 - 10:53	2	10:20 - 10:53
3	10:55 - 11:28	3	10:55 - 11:28
4	11:30 - 12:03	4	11:30 - 12:03
5	12:05-12:38	5th Lunch	12:05-12:38
6th Lunch	12:40-1:13	6	12:40-1:13
7	1:15 - 1:48	7	1:15 - 1:48
8	1:50 - 2:25	8	1:50 - 2:25

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Appendix N

Mastery Based Learning and Grading Policy

MASTERY BASED LEARNING AND GRADING POLICY

What is mastery?

At █████, we prepare students to be college and career ready at graduation. We offer our students an education founded on Mastery based learning. Students progress through different skill sets as they demonstrate readiness to advance from one level to another. █████ scholars demonstrate mastery as they apply these skills in a variety of ways and over different periods of time.

What are the parts of our mastery system?

Assessing mastery in our school model requires a few key tools: skills, mastery projects, progressions, and target scores.

Skills are the set of learning targets that exist in each class. Each course has a set of skills that must be mastered for that course. Students are required to master at least 60% of the skills in the course.

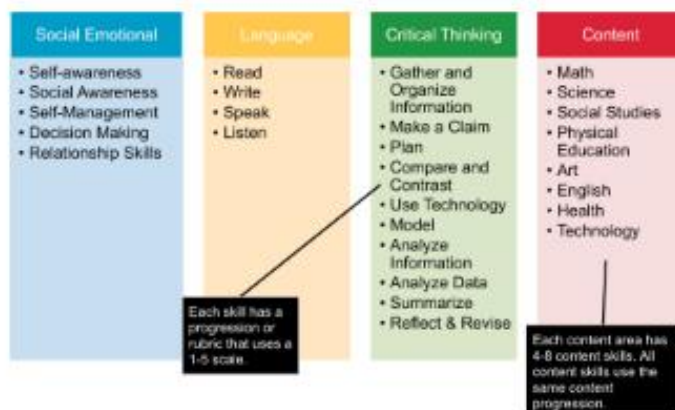
Mastery Projects give our students an opportunity to demonstrate how well they can apply the skills and knowledge they learned in a unit of study to real-world problems through project-based learning experiences. Because we serve a 100% English Language Learner population (ELL), we provide our students with language development support so students at all WIDA Access levels can think critically about their coursework.

Progressions are scoring rating guides (rubrics) that help us identify what "proficiency" looks like for each course at █████. Progressions use the following scale.

- 1- Beginning
- 2- Developing
- 3- Early High School Level
- 4- Late High School Level
- 5- College Level

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Skills



Sample Progression

Skill	Question	Vocabulary	Sentence Starters	Beginning		Developing		High School		High School		College	
				1	1.5	2	2.5	3	3.5	4	4.5	5	5
Think-Propose a Claim	How can I share a big idea?	thesis, hypothesis, claim, estimate, prediction, variables	I think...because, One reason is..., in support of, against	I can identify a topic or theme.		I can introduce a topic and give my opinion about the topic. I can use a sentence stem created by my teacher.		I can introduce a claim hypothesis, or prediction when provided a prompt or subject by a teacher. My claim has two variables.		I can independently introduce a claim or hypothesis that is precise and defensible. I can make a precise estimate or prediction.		I can create original claims or hypotheses. My predictions are specific and demonstrate that I know the content knowledge.	

Lower House and Upper House

All students at [REDACTED] are placed into either the "Lower House" or the "Upper House."

- **Lower House** students refer to all [REDACTED] students in their 1st or 2nd year of school.
 - Lower House students are coded as either "9H1" or "9H2" on their official transcripts.
 - Courses are mixed and looped.
 - A Lower House student progresses to the Upper House after earning two years' worth of credits in these looped courses.
- **Upper House** students refer to all [REDACTED] students in their 3rd and 4th year of school.
 - Upper House students who are "on track" and have acquired all of their required credits are coded as "11th graders" or "12th graders" on their official transcript.
 - Upper House students who have not acquired all of their Lower House credits are coded as "10th graders" on their official transcript.
 - Lower House students can enroll in Upper House courses if they have met Lower House prerequisites and earned the necessary credits for a particular content area

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Sample Progress Report

4th Quarter Progress Report
2017-18 School Year

Student Name:

ID Number:

Course Name	Teacher Name	Current Score

Grade Translations = Lower & Upper House		
	Lower House (Grades 9 & 10)	Upper House (Grades 11 & 12)
A	2.7+	3.5+
B	2.4-2.69	3.0-3.4
C	2.1-2.39	2.5-2.9
D	2.0-2.09	2.0-2.4
E	below 2.0	Below 2.0

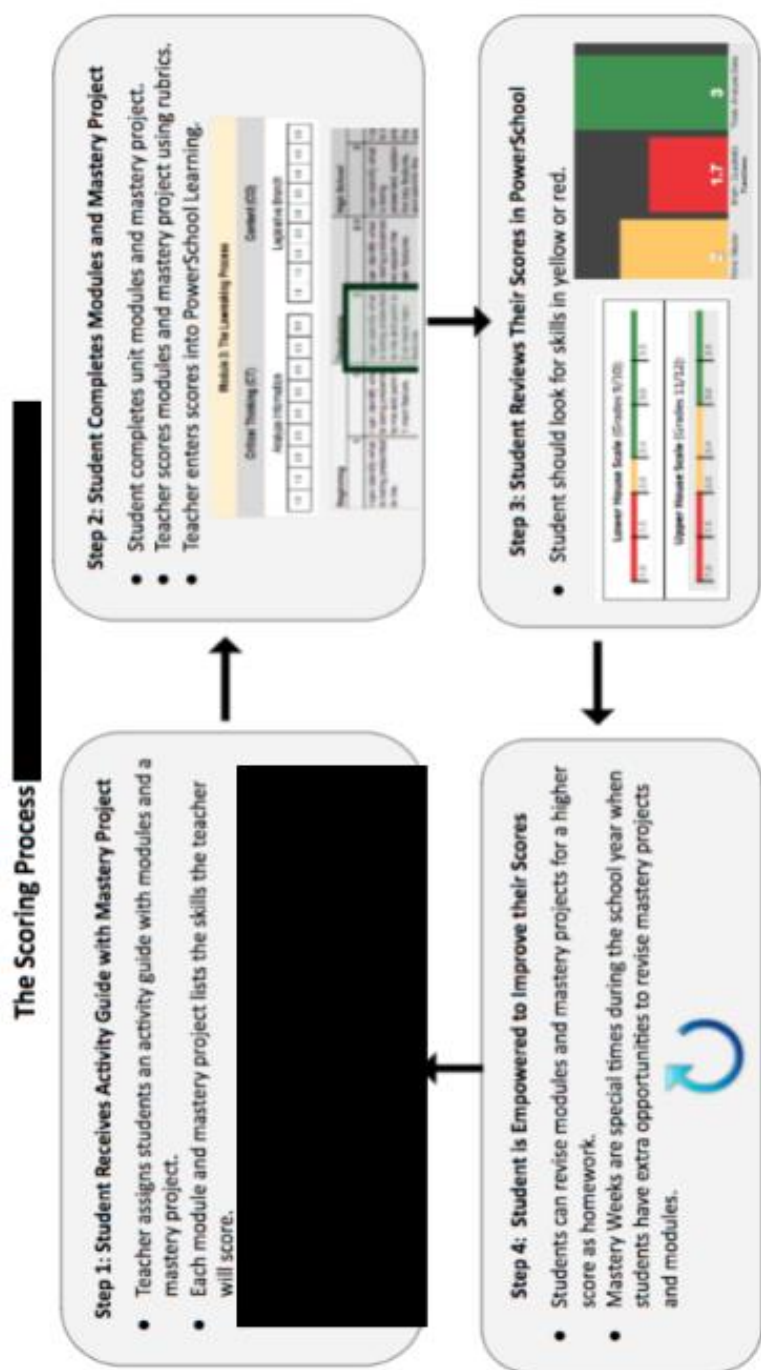
How do students get credit for the course?

Course Credit is awarded to students once they have been deemed to finish a course. Students receive overall scores in each course ranging from one to five. At the end of the school year all grades are translated to letter grades in the following format:

Grade Translations = Lower & Upper House		
	Lower House (Grades 9 & 10)	Upper House (Grades 11 & 12)
A	2.7+	3.5+
B	2.4-2.69	3.0-3.4
C	2.1-2.39	2.5-2.9
D	2.0-2.09	2.0-2.4
E	below 2.0	Below 2.0

Because we base our scores on mastery of skills, we see growth over time until students have accomplished the completion of a course or what we call mastery.

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How should I discuss my grades with my teachers, advisor, and parents/guardians?

Talking about Strengths

- What are my strengths?
- These green bars for ____ and ____ represent my strengths.
- I am good at ____ because ____ The rubric says that this means ____.
- Which courses have the highest skill scores?
- Which courses have the most green?
- I know my ability to speak English is improving because ____.

Talking about Areas for Improvement

- Which courses have the lowest skill scores?
- Which courses have the most red?
- Can you help me identify the projects I need to revise and redo?
- Can you help me use PowerSchool to find the areas that I need to improve?
- Can you help me move these red bars to yellow?
- My ____ teacher said that I need to improve my ____ Can you help me?
- Which projects can I revise to improve this red score?

Who can I go to if I need help?

- First Step: Talk to your classmates and group members
- Next Step: Talk to your classroom teacher
- If Necessary: Talk to your advisor
- If Necessary: Talk to your counselor

What do I need to be successful in our school?

Graduation Requirements

Courses:

- 21 credits total
- 4 credits English
- 3 credits Math
- 3 credits Social Studies
- 3 credits Science
- 1 credit Technology
- 1 credit Art
- ½ credit Health
- ½ credit Physical Education
- 2 credits of World Language or Technology
- 3 credits of Electives

Community Service

- 24 hours

State Required Tests

- PARCC English
- PARCC Algebra
- Biology (MISA)
- Government (HSA)

What will my transcript for college say?

My end of course scores will be translated as follows.

Grade Translations = Lower & Upper House	
Lower House (Grades 9 & 10)	Upper House (Grades 11 & 12)
A	2.7+
B	2.4-2.69
C	2.1-2.39
D	2.0-2.09
E	Below 2.0

Am I eligible for extracurricular activities?

Average of Scores in All Courses	
Lower House (Grades 9 & 10)	Upper House (Grades 11 & 12)
1st Qtr	1.5
2nd Qtr	1.7
3rd Qtr	2.0
4th Qtr	2.1

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Skill Make up Opportunities Students will be provided an opportunity to recover skills both throughout the year, during mastery weeks, and during summer mastery camp. Students with the following credit situation in a given year will be required to attend mastery camp or take an approved online or summer course recovery program.

How are students eligible for sports?

Sports eligibility is based on scores from all courses. Students will be required to meet a threshold each quarter. The threshold will rise during the course of the year to reflect increasing demands on students.

	Q1 Average Score	Q2 Average Score	Q3 Average Score	Q4 Average Score
Lower House Students	1.5	1.5	1.75	1.75
Upper House Students	1.75	1.75	2.0	2.0

Appendix O

For Parents: How to Help your Students Succeed in Our School

FOR PARENTS: HOW TO HELP YOUR STUDENTS SUCCEED IN OUR SCHOOL

At [REDACTED] we believe in educating the whole child and know that it takes us working together to make sure our students are successful both academically and socio-emotionally. As parents, you play an integral role in helping us make sure that students are practicing the skills they are learning in school at home and on a daily basis.

- ☐ Help your child set goals
- ☐ Talk to your child about what they have learned in school every day
- ☐ Provide your student with a space at home to be able to complete school work
- ☐ Help your child get organized and set times with them on when to do their homework
- ☐ Take your child to the library to complete research
- ☐ Set high expectations at all times
- ☐ Read together
- ☐ Speak to our teachers, administrators and staff members
- ☐ Be involved! Come to school events and support your child
- ☐ Build relationships with your child's teachers
- ☐ Spend time at our school - you are always welcome at [REDACTED]

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Appendix P Leadership Support

LEADERSHIP SUPPORT

The most critical student support is delivered in the context of the courses in which students are enrolled. Meeting student needs is at the core of every decision made in the course of a lesson, unit, and curriculum. Beginning with differentiated lessons based on unit outcomes and using collaborative tasks with distinct roles, teachers will design activities for students at a range of levels to complete together. This involves the creation of multiple scaffolded entry points, as well as more open-ended tasks for advanced students to complete. Outside the context of the class itself, a number of structural leadership supports are envisioned. They include:

- **Advisory**

Each student will belong to a small cohort group of advisees who work in an Advisory course under the supervision of a Teacher Advisor, or Success Coach. The class will meet at least twice a week for 40 minutes. The goal of the scheduled course is to create a venue for addressing non-academic challenges students face that may have an impact on their schoolwork, but also to serve a significant academic counseling component as well. Work habits, such as study skills and time management, will be taught explicitly. Long-term goal setting, including college and career exploration, will also be served by Advisory. This setting will also provide the context for regular check-ins of academic performance across the disciplines and the time in the schedule when much of four-year plans will take place.

- **After-School Tutoring**

All teacher teams will regularly schedule after-school time periods in which team members are available to provide individual and small-group support to student scholars. This space will also aid students requiring access to school resources to complete assignments, and as Mastery Projects and high-stakes examinations draw near, receive teacher assistance in preparation. The number of clubs we have will depend on student choice and teacher availability. [REDACTED] *Mi Espacio* program will be available for students who need structured after-school academic or language support.

Appendix Q

Extracurricular Activities, Athletics, and Community-Based Organizations

EXTRACURRICULAR ACTIVITIES

Students will be afforded the opportunity to participate in many during-school and afterschool extracurricular activities. We encourage all of our students to become involved in school-supported activities. All students must have a permission slip and physical examination to be eligible to participate in sports. Our extracurricular activities and sports are decided on an annual basis and are based on student interest. Some activities include:

- | | | |
|----------------------------------------|------------------------------------------------------|---------------------------------------------|
| <input type="checkbox"/> Robotics Club | <input type="checkbox"/> Soccer Without Borders | <input type="checkbox"/> Dance Club |
| <input type="checkbox"/> Language Club | <input type="checkbox"/> World Lens Photography Club | <input type="checkbox"/> Sports Clubs |
| <input type="checkbox"/> Math Club | <input type="checkbox"/> Tutoring | <input type="checkbox"/> Student Government |

ATHLETICS

Athletics are an important part of the high school experience, and students will have the opportunity to participate in official Maryland Public Secondary Schools Athletics Association (MPSSAA) competitions. In order to participate in either Junior Varsity or Varsity athletics, students must have a parent/guardian permission slip, a physical examination, and passing academic reports. Sports include JV and Varsity boys/girls soccer, JV and Varsity boys/girls basketball, Varsity baseball, Varsity softball, Varsity coed tennis, Varsity volleyball, Varsity indoor and outdoor track and field, Varsity cheerleading, Varsity cross country, and Varsity wrestling.

COMMUNITY-BASED ORGANIZATIONS (CBOs)

Through our community school concept, we are able to respond to the needs of the students, families, and community members in the [REDACTED] community. [REDACTED] is the state's largest immigrant services and advocacy organization and will provide wrap-around services to support the broader family needs of the student population and develop parent and student leadership skills to actively engage in the system. [REDACTED] helps us develop a comprehensive program for our students and families by partnering with other community-based organizations to help us get the support our students need. For further information, see [REDACTED]

[REDACTED] Network for Public Schools

[REDACTED] Network for Public Schools partners with public school districts throughout the United States to design, open and network highly effective schools that serve English Language Learners. Drawing from over 27 years of success with innovative approaches in small schools and cutting edge language development curricula and professional development, [REDACTED] now supports 19 [REDACTED] High Schools and Small Learning

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Communities in New York, California, Washington, DC, and Virginia. Go to [REDACTED] for more information on the model and to see schools across the country that are part of the network.

[REDACTED] is a national non-profit organization that uses soccer to promote social, emotional, behavioral, and academic growth for international newcomer youth (i.e. refugee, immigrant, and asylee). [REDACTED] uses a five-pronged model that focuses on soccer, educational support, civic engagement, team building, and cultural exchange. [REDACTED] partnership with [REDACTED] will work in conjunction with [REDACTED] will be based in [REDACTED] and work with students both during and after the school day as a [REDACTED] Youth Development Associate.

Other CBOs

There are many other organizations that we will work with to help us provide support for our students and families. Some of the possible partners include, but are not limited to:

- | | | |
|--------------------------------------------------------------------|--------------------------------------------------------------|------------------------------------------------|
| <input type="checkbox"/> University [REDACTED] | <input type="checkbox"/> University [REDACTED]
[REDACTED] | <input type="checkbox"/> [REDACTED]
College |
| <input type="checkbox"/> [REDACTED] AMERICA | <input type="checkbox"/> [REDACTED]
Family Support Center | <input type="checkbox"/> [REDACTED] Foundation |
| <input type="checkbox"/> The Center for Health as a
Human Right | <input type="checkbox"/> [REDACTED] Street
Law | <input type="checkbox"/> [REDACTED] Stage |

Appendix R Health, Safety, and Wellness

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HEALTH, SAFETY, AND WELLNESS

[REDACTED] IS A HEALTHY SCHOOL

The [REDACTED] supports The Alliance for a Healthier Generation's Healthy Schools Program in order to create and sustain healthy environments where students can learn more and flourish. Healthy Schools Program is an evidence-based initiative that creates sustainable healthy change in schools and has had a proven, positive impact on student health. Schools must demonstrate implementation of specific best practices in each of the following modules that address school health:

- **School Health and Safety Policies and Environment**
- **Health Education**
- **Physical Education and Other Physical Activity Programs**
- **Nutrition Services**
- **Health Promotion for Staff**
- **Family and Community Involvement**

The policies support our students' health by including more opportunities at school for physical activity and better nutrition. Families are asked to help us create a healthier school.

A copy of [REDACTED] Administrative Wellness Policy 0116 is posted on [REDACTED].

SCHOOL SAFETY RULES

In order to have an environment that is conducive to learning, students will be expected to follow several guidelines.

- Properly display school issued identification card at all times
- Use acceptable language (abstain from the use of profanity)
- Respect all building property and building personnel inside and outside the building
- Attend all assigned classes on time
- Treat all school guests with respect
- Card playing and gambling of any kind is strictly forbidden
- Students may not leave school property without legal authorization and documentation
- Students are escorted to their assigned lunch period and are expected to remain in the cafeteria during their assigned lunch. Students cannot leave campus for lunch nor have lunch delivered to them by anyone
- Students are not to bring any personal electronic devices to school such as radios, tape players, iPods, MP3s, and CD players. (These items will be confiscated)
- Students must always comply with the [REDACTED] Student Code of Conduct
- Always feel empowered to be the best you can be.

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For complete [REDACTED] Code of Conduct please click on the following link and scroll down to the publication box where you can select the Rights and Responsibilities Handbook in English or Spanish. [REDACTED]

RESTORATIVE JUSTICE PRACTICES

WHAT IS IT?

At [REDACTED] we abide by the district's code of conduct. However, we believe in Restorative Justice, a philosophy and approach to discipline that moves away from punishment and instead works on restoring a sense of harmony and well-being for all those affected by a hurtful act. We will use Restorative Practices as a framework for building community and for responding to challenging behavior through authentic dialogue, coming to an understanding, and making things right. Essentially, Restorative Practices will allow us to:

- Provide ways to effectively address behavior and other complex school issues.
- Offer a supportive environment that can improve learning, as well as socio-emotional learning
- Improve safety by preventing future harm.
- Offer alternatives to suspension and expulsion.

WHY ARE WE USING IT?

In general, our schools use a punitive system to deal with student misconduct. However the reality is student misconduct has not decreased in schools; in fact, research has shown that students who are repeatedly punished using this punitive system are more likely to become offenders in the criminal justice system as adults. Punishments typically associated with zero tolerance tend to put students at greater risk for decreased connectivity to school, increased participation in risky or illegal behavior, poor academic achievement and dropout and, for many, subsequent entry into the "school to prison pipeline" (Boccanfuso and Kuhlfield, 2011, Cassalla, 2003).

On the other hand, schools that have incorporated Restorative Justice and Restorative Practices have shown a decrease in student misconduct while improving student's socio-emotional learning. For example, in Michigan, the urban Lansing School District introduced restorative practices to manage disciplinary issues. At Pattengill Middle School, restorative practices:

- Supported a 15 percent drop in suspensions, while suspension rates at the district's other middle schools increased.
- Averted two expulsions.
- Resolved conflicts effectively. Ninety-three percent of 292 students participating reported using restorative methods to resolve their conflicts.
- Taught students new skills. Nearly 90 percent of participating students reported learning new skills in their restorative experiences, and 86 percent reported using those skills to peacefully resolve or avert conflicts after their restorative interventions.

HOW DOES IT WORK?

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	Traditional Model	Restorative Justice Model	Levels of Implementation at [REDACTED]
Model	<ul style="list-style-type: none"> What rule was broken? Who broke it? What punishment is warranted? 	<ul style="list-style-type: none"> Who was harmed? What are the needs and responsibilities of those affected? How do all affected parties together address needs and repair harm? 	<p>1.) Formal Restorative Justice Conferences for incidents and school violations that harm others and where a formal restorative justice model is needed.</p> <p>2.) Circle processes within classrooms and advisories where discussions build community and connectedness</p> <p>3.) School-wide use of these boomerang questions by all [REDACTED] staff will begin to turn the tide and plant the seeds for a culture shift that could potentially and significantly reduce the number of students being sent to the office.</p>
School Practices	<ul style="list-style-type: none"> Student asked to leave Parents notified Detention Suspension 	<ul style="list-style-type: none"> Restorative Justice circle held with student, school staff, peers, and family where student is able to learn, understand, and acknowledge the harm and impact of his/her actions and agrees to repair the harm. 	
Outcome	<ul style="list-style-type: none"> Student excluded from school and peers Student returns to class and nothing is resolved or restored. 	<ul style="list-style-type: none"> Student is held accountable and given support to resolve the issue. Student makes a plan to ensure that the misbehavior does not happen again. Relationships are restored and community is built. 	<p><u>PERSON WHO HARMED:</u></p> <ul style="list-style-type: none"> What happened? What were you thinking about at the moment? Who do you think was affected and how? What can you do to repair the harm? <p><u>PERSON HARMED:</u></p> <ul style="list-style-type: none"> What happened? How did it impact you and others? What needs to happen to make things right?

ANTICIPATED IMPACT

Restorative Justice is not a school program. It is a school philosophy [REDACTED] will incorporate in developing our school climate and culture. Our efforts are not only to prevent student misconduct but to foster a sense of community among staff, students, families, teachers, administrators, and specialists. Restorative Practices will provide students with a voice, will teach students how to express their feelings, and will teach students conflict resolution skills. Our anticipated impact is to prepare students academically throughout their four years at [REDACTED] and ultimately develop our students into emotionally intelligent individuals capable of acknowledging, expressing, and respecting other's feelings.

- **Engagement** — involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account
- **Explanation** — explaining the reasoning behind a decision to everyone who has been involved or who is affected by it
- **Expectation clarity** — making sure that everyone clearly understands a decision and what is expected of them in the future (Kim & Mauborgne, 1997)

INFRACTION PROCESS

Please find all information about [REDACTED] discipline policies [here](#). This includes teacher actions, student expectations, and student consequences.

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Appendix S Human Resources to Support Social Emotional Learning Schoolwide

ADMINISTRATION AND STAFF

██████ Principal (Founding Staff Member)	██████ Assistant Principal (Founding Staff Member)	██████ School Secretary II (Founding Staff Member)
██████ School Social Worker (Founding Staff Member)	██████ School Social Worker	██████ Peace Officer
██████ Pupil Personnel Worker	██████ Outreach Caseworker (Founding Staff Member)	██████ LH School Counselor
██████ UH School Counselor	██████, Registrar	██████, Athletic Director (Founding Staff Member)

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Appendix T Principal's Address to Staff

PRINCIPAL'S ADDRESS

Mighty, Mighty [REDACTED] Team,

We are delighted to personally welcome you into our school community at the [REDACTED] for year four. Our handbook has been designed to serve as a foundation for our instructional, administrative, and operational policies and procedures. Knowledge of these policies and procedures will help ensure smooth, school-wide operations, help us avoid misunderstandings, and allow us to concentrate on what matters most: teaching and learning.

As you make decisions that make the most sense for our team throughout the year, we will amend some or all of the portions of this handbook so that it can best inform your needs. With our "One Learning Model for All" approach, I hope that we can create an environment where you feel empowered, able to collaborate with your colleagues in different capacities, and willing to develop your critical thinking skills as you grow in your pedagogy.

Should you have any questions or concerns regarding our school policies, please do not hesitate to ask for clarification. I look forward to a great year!

Respectfully,

[REDACTED]
School Principal

[REDACTED]
Assistant Principal

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Appendix U Health, Wellness and Safety

HEALTH, SAFETY, AND WELLNESS

During the 2018-2019 school year we will be rolling out our new discipline and praise referral system. We have categorized all of our discipline and praise procedures and consequences within our core school values of empowerment, collaboration, and critical thinking and aligned them with restorative practices to strengthen our school community. Here are a few of the major changes/improvements from last year.

- Assistant Principal, [REDACTED] will handle discipline issues along with our [REDACTED] Peace Officer
- Addition of student praise acknowledging the positive contributions our students make to the school community
- All offenses, no matter how big or small, will require an adult signature of acknowledgement
- All staff members need to provide at least one intervention before creating a referral
- We are still transitioning from a traditional model, so you will see a conglomeration of practices as we move this along and train the appropriate staff and students to create the systems needed to have a full restorative justice system

RESTORATIVE JUSTICE

At [REDACTED] we abide by the district's code of conduct. However, we believe in Restorative Justice, a philosophy and approach to discipline that moves away from punishment and instead works on restoring a sense of harmony and well-being for all those affected by a hurtful act. We will use Restorative Practices as a framework for building community and for responding to challenging behavior through authentic dialogue, coming to an understanding, and making things right. Essentially, Restorative Practices will allow us to:

- Provide ways to effectively address behavior and other complex school issues
- Offer a supportive environment that can improve academic learning, as well as socio-emotional learning
- Improve safety by preventing future harm
- Offer alternatives to suspension and expulsion

WHY ARE WE USING IT?

In general, our schools use a punitive system to deal with student misconduct. However the reality is student misconduct has not decreased in schools; in fact, research has shown that students who are repeatedly punished using this punitive system are more likely to become offenders in the criminal justice system as adults. Punishments typically associated with zero tolerance tend to put students at greater risk for decreased connectivity to school, increased participation in risky or illegal behavior, poor academic achievement and dropout and, for many, subsequent entry into the "school to prison pipeline" (Boccanfuso and Kuhlfield, 2011, Cassalla, 2003).

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On the other hand, schools that have incorporated Restorative Justice and Restorative Practices have shown a decrease in student misconduct while improving student's socio-emotional learning. For example, in Michigan, the urban Lansing School District introduced restorative practices to manage disciplinary issues. At Pattengill Middle School, restorative practices:

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- Taught students new skills. Nearly 90 percent of participating students reported learning new skills in their restorative experiences, and 86 percent reported using those skills to peacefully resolve or avert conflicts after their restorative interventions.

HOW DOES IT WORK?

	Traditional Model	Restorative Justice Model	Levels of Implementation at ██████████
Model	<ul style="list-style-type: none"> • What rule was broken? • Who broke it? • What punishment is warranted? 	<ul style="list-style-type: none"> • Who was harmed? • What are the needs and responsibilities of those affected? • How do all affected parties together address needs and repair harm? 	1.) Formal Restorative Justice Conferences for incidents and school violations that harm others and where a formal restorative justice model is needed. 2.) Circle processes within classrooms and advisories where discussions build community and connectedness
School Practices	<ul style="list-style-type: none"> • Student asked to leave • Parents notified • Detention • Suspension 	<ul style="list-style-type: none"> • Restorative Justice circle held with student, school staff, peers, and family where student is able to learn, understand, and acknowledge the harm and impact of his/her actions and agrees to repair the harm. 	3.) School-wide use of these boomerang questions by all ██████████ staff will begin to turn the tide and plant the seeds for a culture shift that could potentially and significantly reduce the number of students being sent to the office. <u>PERSON WHO HARMED:</u>
Outcome	<ul style="list-style-type: none"> • Student excluded from school and peers • Student returns to class and nothing is resolved or restored. 	<ul style="list-style-type: none"> • Student is held accountable and given support to resolve the issue. • Student makes a plan to ensure that the misbehavior does not happen again. • Relationships are restored and community is built. 	<ul style="list-style-type: none"> • What happened? • What were you thinking about at the moment? • Who do you think was affected and how? • What can you do to repair the harm? <u>PERSON HARMED:</u> <ul style="list-style-type: none"> • What happened? • How did it impact you and others? • What needs to happen to make things right?

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ANTICIPATED IMPACT

Restorative Justice is not a school program. It is a school philosophy that [REDACTED] will incorporate in developing our school climate and culture. Our efforts are not only to prevent student misconduct but to foster a sense of community among staff, students, families, teachers, administrators, and specialists. Restorative Practices will provide students with a voice, will teach students how to express their feelings, and will teach students conflict resolution skills. Our anticipated impact is to prepare students academically throughout their four years at [REDACTED] and ultimately develop our students into emotionally intelligent individuals capable of acknowledging, expressing, and respecting other's feelings.

- **Engagement** — involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account
- **Explanation** — explaining the reasoning behind a decision to everyone who has been involved or who is affected by it
- **Expectation clarity** — making sure that everyone clearly understands a decision and what is expected of them in the future (Kim & Mauborgne, 1997)

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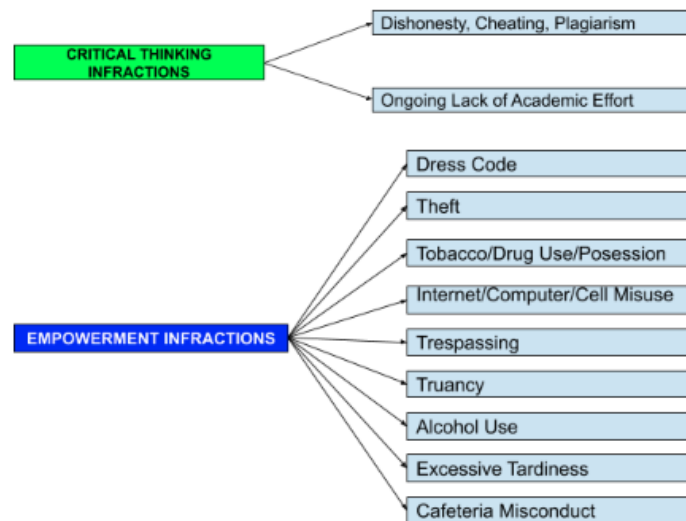
Appendix V Infraction Process

INFRACTION PROCESS

Please find all information about [REDACTED] discipline policies [here](#). This includes teacher actions, student expectations, and student consequences.

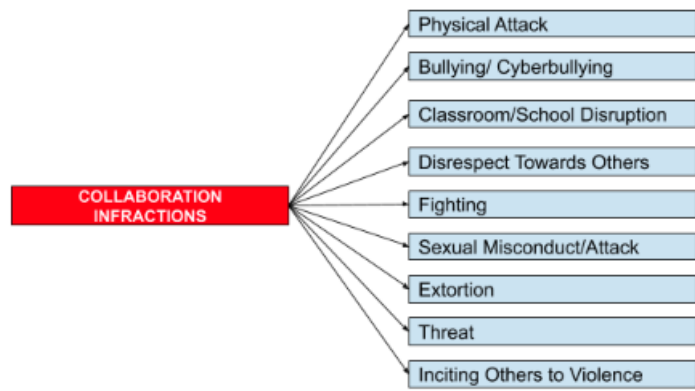
* Please use this [form](#) to log your calls home to parents/guardians

DISCIPLINE INFRACTIONS CLASSIFICATIONS



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SAMPLE DISCIPLINE REFERRAL FORM

	DISCIPLINE REFERRAL			
	NAME: _____		Y1 Y2 Y3 Y4	
	REPORTING STAFF: _____		DATE: _____	
Empowerment _____ community members actively engage in acquiring knowledge, even in the face of adversity.		Collaboration _____ community members work well with others to accomplish shared goals.		Critical Thinking _____ community members are lifelong learners.
DESCRIPTION OF INCIDENT _____ _____ _____		STAFF ACTION PRIOR TO REFERRAL <input type="checkbox"/> Conference with Student <input type="checkbox"/> Consulted Counselor/SW <input type="checkbox"/> Consulted Peace Officer/AP <input type="checkbox"/> Previous Warning <input type="checkbox"/> Parent Contact <input type="checkbox"/> Lunch Detention <input type="checkbox"/> Restorative Circle <input type="checkbox"/> Written Reflection <input type="checkbox"/> Peer Mediation		
<input type="checkbox"/> EMPOWERMENT INFRACTION <input type="checkbox"/> Dress Code <input type="checkbox"/> Internet/Computer Misuse <input type="checkbox"/> Theft <input type="checkbox"/> Tobacco Use <input type="checkbox"/> Trespassing <input type="checkbox"/> Truancy <input type="checkbox"/> Alcohol Use <input type="checkbox"/> Excessive Tardiness <input type="checkbox"/> Cafeteria Misconduct	<input type="checkbox"/> COLLABORATION INFRACTION <input type="checkbox"/> Physical Attack <input type="checkbox"/> Bullying <input type="checkbox"/> Classroom/School Disruption <input type="checkbox"/> Disrespect Towards Others <input type="checkbox"/> Fighting <input type="checkbox"/> Sexual Misconduct/Attack <input type="checkbox"/> Extortion <input type="checkbox"/> Threat <input type="checkbox"/> Inciting Others to Violence/Disruption	<input type="checkbox"/> CRITICAL THINKING INFRACTION <input type="checkbox"/> Dishonesty, Cheating, Plagiarism <input type="checkbox"/> Ongoing Lack of Academic Effort INITIALS/SIGNATURE <input type="checkbox"/> Reporting Staff: _____ Date: _____ <input type="checkbox"/> Success Coach: _____ Date: _____ <input type="checkbox"/> Safety/Admin: _____ Date: _____ <input type="checkbox"/> Parent Signature: _____		

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DISCIPLINE REFERRAL GUIDELINES

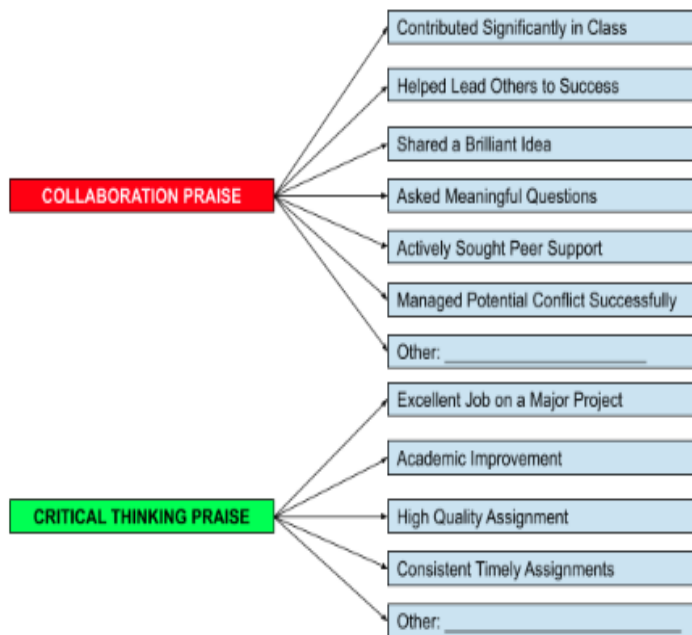
- You must provide information on the intervention you have used with a student
- You must write a description of what has happened
- We must attend to all discipline matters within 24 hours, anything beyond that will not allow us to conduct a proper investigation or to give an appropriate consequence
- Our student support office and administrative teams are the Restorative Justice “experts,” but anyone can facilitate a Restorative session.
 - If you need assistance leading a conversation, you can reach out to the student [support](#) office. **Our support staff is only there to support you and only you are responsible for managing your classroom.** Professional development around classroom management will be available throughout the school year.
 - Behavior intervention Strategies that you can use as a reference if you feel like you need ideas and/or tips
 - Intervention [Central](#)
 - Response to Intervention
 - Tier I [Interventions](#)
 - Tier II [Interventions](#)
 - Tier II Intervention [Documentation](#)
 - Tier III Interventions

PRAISE REFERRAL CLASSIFICATIONS



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PRAISE GUIDELINES

- Every Success Coach will give at least one praise per week to an advisee
- Praises must be anecdotal and say exactly why a student is receiving a praise; it may be the case that you have a student receiving a praise but they are not your advisee
- Praise Referrals will happen on Wednesdays
- These will happen during circle time and it is recommended that you do it at the opening of the circle as your welcome

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SAMPLE PRAISE REFERRAL FORM

	PRAISE REFERRAL			
	NAME: _____		Y1 Y2 Y3 Y4	
	REPORTING STAFF: _____		DATE: _____	
Empowerment community members actively engage in acquiring knowledge, even in the face of adversity.		Collaboration community members work well with others to accomplish shared goals.		Critical Thinking community members are lifelong learners.
<input type="checkbox"/> EMPOWERMENT PRAISE <input type="checkbox"/> Improved Participation <input type="checkbox"/> Emphasizes the Positive <input type="checkbox"/> Handles Pressure Well <input type="checkbox"/> School Spirit <input type="checkbox"/> Extracurricular Achievement <input type="checkbox"/> Volunteer Work <input type="checkbox"/> Went Above & Beyond Requirement <input type="checkbox"/> Other: _____		<input type="checkbox"/> COLLABORATION PRAISE <input type="checkbox"/> Contributed Significantly in Class <input type="checkbox"/> Helped Lead Others to Success <input type="checkbox"/> Shared a Brilliant Idea <input type="checkbox"/> Asked Meaningful Questions <input type="checkbox"/> Actively Sought Peer Support <input type="checkbox"/> Managed Potential Conflict Successfully <input type="checkbox"/> Other: _____		<input type="checkbox"/> CRITICAL THINKING PRAISE <input type="checkbox"/> Excellent Job on a Major Project <input type="checkbox"/> Academic Improvement <input type="checkbox"/> High Quality Assignment <input type="checkbox"/> Consistent Timely Assignments <input type="checkbox"/> Other: _____
ADDITIONAL COMMENTS 		APPROVAL SIGNATURES <input type="checkbox"/> Reporting Staff: _____ Date: _____ <input type="checkbox"/> Success Coach: _____ Date: _____ <input type="checkbox"/> SW/PPW/Counselor: _____ Date: _____ <input type="checkbox"/> Parent/Guardian: _____ Date: _____ <i>CONTINUE EXHIBITING GREATNESS WITH OUR VALUES!</i>		

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Appendix W Response-to-Intervention (RTI)

Attachment 2 to A.P. 5124

Response-to-Intervention (RTI) (Tier One)

Please be explicit in detailing Curriculum Framework Progress Guide research-based methods and/or strategies you have made in dealing with your concerns and what were the outcomes.

Research-Based Intervention Programs Used (if any): _____

What areas did it specifically address? _____

Current Level of Academic and/or Behavioral performance: _____

Additional Interventions: (Please check all that applies)

- | | |
|-----------------------------------------------------------|-------------------------------------------------------------|
| <input type="checkbox"/> Teacher/Student Conference | <input type="checkbox"/> Teacher/Parent Conference |
| <input type="checkbox"/> Teacher/Counselor Conference | <input type="checkbox"/> Teacher/Administrator Conference |
| <input type="checkbox"/> Counselor/Student Conference | <input type="checkbox"/> Counselor/Parent Conference |
| <input type="checkbox"/> Administrator/Student Conference | <input type="checkbox"/> Administrator/Parent Conference |
| <input type="checkbox"/> Program Adjustment | <input type="checkbox"/> Referral to Pupil Personnel Worker |
| <input type="checkbox"/> Consultation with Psychologist | <input type="checkbox"/> Referral to Neediest Kids |
| <input type="checkbox"/> Behavior Assessment Plan | <input type="checkbox"/> Behavior Intervention Plan |
| <input type="checkbox"/> Detention Hall | <input type="checkbox"/> Behavioral Probation |
| <input type="checkbox"/> Temporary Removal From Class | <input type="checkbox"/> Short-Term Suspension |

For SIT use only

Date Reviewed: _____ Next Review Date: _____ No Further Action Needed: _____

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Attachment 2 to A.P. 5124

SIT Disposition:

RTI:

- ☐ Continue research-based interventions, strategies and methods in Response-to-Intervention Process (Tier One)

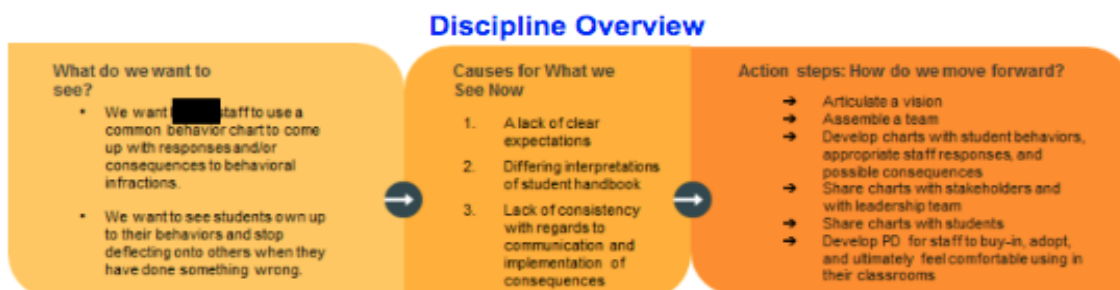
- ☐ Advance to more intensive research-based intervention (*Name the Program or strategies*) (Tier Two)

- ☐ Advance to intensive research-based intervention program (2-3 students) (*Name the Program*) (Tier Three)
and/or research based intervention

Refer to SST: ☐ Yes ☐ No (Attendance/behavior case that does not require testing.)

SST date: _____ (Pupil Personnel Worker must be involved)

Appendix X Disciplinary Protocols



Vision

Our discipline system is designed to allow students to experience schooling within a restorative environment. Our students engage in conversations of reparation, reflection, and relationship development as they think through actions and consequences of those behaviors. Here are some of the steps we've taken as a school:

- In the school year 2015-2016, we strictly abided by the [redacted] [Student Rights and Responsibilities Handbook](#) and noticed that our suspension rates were just as high as those of traditional high schools in the county despite our small population and limited resources. Due largely in part to these limited resources, we could not fully implement restorative practices.
- In 2016-2017, we sent two staff members to get trained in restorative practices and started aligning some of our practices accordingly. Consequences often lacked consistency and were not fully aligned with restorative practices. Praise and discipline referrals were integrated into our culture. Students were recognized every Wednesday in front of the school community if they received a praise.
- In 2017-2018 we continued our implementation of the praise and discipline referrals, but the public acknowledgment of praise referrals tapered off early in the year. We sent four staff members to a day-long professional development and training centered on Positive Behavioral Interventions and Supports (PBIS), and they worked to create a PBIS plan for [redacted]. Consequences again lacked consistency, though there was more alignment with restorative practices.

Team

Our Discipline Team will consist of the following people:

- [redacted] Assistant Principal
- [redacted] Principal
- [redacted] Security Assistant
- Vacancy, Security Assistant

Discipline Charts

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION



Behaviors that could require outside/administrative intervention

Behavior	1st offense	2nd offense	3rd offense and beyond
Dress Code	Teacher gives warning	Teacher refers to main office via e-hall pass , office staff issues a loaner	Teacher refers to the advisor via email , advisor confers with student and calls home.
Misuse of technology	Teacher refers to the advisor via referral , advisor confers with student and calls home	Teacher refers to administrator via referral and email , administrator schedules conference with parent	Teacher refers to administrator via referral and email , administrator removes technology
Theft of property *#	Teacher refers to administrator via phone, referral, and email , administrator removes student from classroom and conducts investigation. Administrator contacts parent and schedules conference. Follow restorative practices handbook		
Tobacco/drug or alcohol use or possession ^#	Teacher refers to administrator via phone, referral, and email , administrator removes student from classroom and conducts investigation. Administrator contacts parent and schedules conference. Follow handbook	Teacher refers to administrator via referral and email , administrator removes student from classroom and conducts investigation. Administrator contacts parent and schedules conference. Follow handbook *Expulsion from school	
Trespassing *	Teacher notifies administrator and/or school security immediately via phone and email ; admin/security conducts investigation. Follow handbook		Teacher notifies administrator and/or school security immediately via phone and email ; admin conducts investigation. Admin contacts parent and schedules conference. Follow handbook
Truancy/Class Cutting/Excessive tardiness **#	Teacher refers to advisor via referral , advisor confers with student and calls home	Teacher refers to administrator via referral and email ; administrator contacts parent, schedules conference, and collects phone. Student spends remainder of day in ISS	Teacher refers to administrator via referral and email , administrator contacts parent, collects phone, and issues one day of ISS, to be completed the following day. Student spends remainder of day in ISS.
Misconduct in cafeteria/hallways	Teacher gives verbal warning	Teacher refers to advisor via referral , advisor confers with student and calls home	Teacher refers to administrator via referral and email for investigation. Follow handbook
Leaving campus **%	Teacher gives verbal warning to student. Teacher refers to administrator via referral and email .	Teacher refers to administrator via referral and email , administrator contacts parent, schedules conference, collects phone. Student spends remainder of day in ISS. Phone is returned at the end of the day.	Teacher refers to administrator via referral and email , administrator contacts parent, schedules conference, collects phone, and issues one day of ISS. Student spends remainder of day in ISS. Phone is given to parent.
Vandalism and/or destruction of property *	Teacher refers to admin/security via referral and email for investigation. Administrator contacts parent. Follow restorative practices and	Teacher refers to admin/security for investigation via referral and email . Administrator contacts parent and schedules conference. Follow restorative practices and	Teacher refers to admin/security for investigation via referral and email . Administrator contacts parent and schedules conference. Follow restorative practices and

- *Please note that after any offense in which a relationship is harmed, restorative practices will be held before the student is reintegrated into the classroom.
- ^Student is referred to outside Safe and Drug-Free School Program if a suspension is warranted
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- #Student will be referred to SSO after consequences have been given

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION



	handbook	handbook	handbook . Expulsion possible.
Physical aggression and/or fighting *	Teacher refers to administrator and security immediately via phone, referral, and email for investigation. Teacher also sends student for immediate assistance. Administrator contacts parent. Follow restorative practices and handbook .	Teacher refers to administrator and security immediately via phone, referral, and email for investigation. Teacher also sends student for immediate assistance. Administrator contacts parent. Follow restorative practices and handbook . Expulsion possible.	Teacher refers to administrator and security immediately via phone, referral, and email for investigation. Teacher also sends student for immediate assistance. Administrator contacts parent. Follow restorative practices and handbook . Expulsion likely.
Bullying, intimidation, extortion, threats	Teacher refers to administrator and/or SSO via referral and email for investigation. If bullying is determined to have occurred, administrator contacts parent. Follow restorative practices and handbook .	Teacher refers to administrator and/or SSO via referral and email for investigation. If bullying is determined to have occurred, phone is collected. Administrator contacts parent and schedules conference. Follow restorative practices and handbook . Expulsion is possible, may require safety transfer.	Teacher refers to administrator and/or SSO via referral and email for investigation. If bullying is found to have occurred, phone is collected. Administrator contacts parent and schedules conference. Follow restorative practices and handbook . Expulsion is likely, may require safety transfer.
Gang activity suspected	Teacher refers to administrator and/or SSO via referral and email for investigation. Administrator contacts parent. Follow restorative practices and handbook .	Teacher refers to administrator and/or SSO via referral and email for investigation. Phone is collected at the end of the day. Administrator contacts parent and schedules conference. Follow restorative practices and handbook . Expulsion is possible, may require safety transfer.	Teacher refers to administrator and/or SSO via referral and email for investigation. Phone is collected. Administrator contacts parent and schedules conference. Follow restorative practices and handbook . Expulsion is likely, may require safety transfer.
Plagiarism	Teacher refers to advisor via referral . Advisor confers with student and calls parent. Student must redo assignment and complete special project on plagiarism.	Teacher refers to administrator via referral and email . Administrator calls parent and schedules conference. Student must redo assignment and complete special project on plagiarism.	Teacher refers to administrator via referral and email . Administrator calls parent and schedules conference. Student receives one day of ISS. Student must redo assignment and complete special project on plagiarism.
Lack of academic effort	Teacher refers to advisor. Advisor confers with student and calls parent.	Teacher refers to SSO/Counselor. SSO/Counselor contacts parent and schedules conference.	Teacher refers to administrator. Administrator calls parent. Student serves one day of ISS.

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Behaviors that *should* be managed by classroom teachers

Behavior	Possible Sentence Starter	Possible classroom responses and consequences	Possible redirection
Excessive "calling out" in class	Praise another student who is behaving appropriately. "Fran, thanks for raising your hand."	A warning	Proximal conversation with student
Unkind words, teasing, swearing in class	"Fran, what should you be working on right now? How can I help you get started?"	Writing reflection, a phone call home from advisor if persistent	Temporarily move to another space or classroom
Insubordination, talking back	"Fran, here are your options for today: I am here to help you make a good choice. When you are ready, let me know how I can help you."	Writing reflection; a phone call home from advisor if persistent, individualized seating arrangement, a restorative conversation when ready	Temporarily move to another space or classroom
Not following directions	"Fran, let's read these directions aloud together and see if we can help you get back on track."	A warning, a phone call home from advisor if persistent	Proximal conversation with student, purposeful student grouping
Not doing work, withdrawal, and/or non-compliance	"Fran, I can see that you're not participating right now. Take a minute or two if you need to, and when you're ready, please do ____."	A warning, a phone call home from advisor if persistent, a possible referral to SSO if student appears emotionally distraught	Proximal conversation with student, purposeful student grouping, creation of "personal space" for student
Distracting others and/or being a bad teammate during group work	"Fran, let's talk about your role within your group. What should you be doing right now? What can we do to make it better and be a stronger teammate?"	A warning, a phone call home from advisor if persistent, individualized tasks if group work is not possible, a writing reflection	Proximal conversation with student, purposeful student grouping
Talking during a test	"Fran, this is a reminder that you're taking a test. I need a quiet classroom during the test. Please work with me to make that happen, and if you need a break, just raise your hand."	A warning, a phone call home from advisor if persistent. If student is unable to complete test in classroom environment, lunch detention may be appropriate	Proximal conversation with student, creation of "personal space" for student, temporarily move student to another space or classroom
Student removes phone during class	"Fran, I need you to put your phone away. I am going to log this into the tracker, and I don't want to have to remind you of our school rules again. If this is an emergency, I will always let you go to the office."	A warning. Then, please follow consequences as they appear on the tracker.	Proximal conversation with student. Then follow the tracker accordingly.
Student leaves class for water/restroom without permission	"Fran, let this be the only time that you leave class without permission. Otherwise, I won't be able to write passes for you in the future. And if it is an emergency, please let me know. I will always respect your needs, but I need you to respect my rules as well."	A warning. A phone call home from advisor may be appropriate if the problem is persistent. Removal of privileges may be appropriate as well.	Proximal conversation with student.

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EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION



Schoolwide Expectations for Students

	Bathroom	Fitness Center	Offices	Classrooms	Water	Hallways and Stairs	Cafeteria
Empowerment	<ul style="list-style-type: none"> -Have an E-hall pass -Move quickly -Wash hands -No cell phone 	<ul style="list-style-type: none"> -Wear appropriate clothing -Focus on self -No cell phone 	<ul style="list-style-type: none"> -Have an E-hall pass -Wear uniform -Knock and wait patiently -Appropriate volume (how is appropriate defined. Maybe use "indoor voice" or "voice level 1") 	<ul style="list-style-type: none"> -Wear uniform -Enter and exit quietly -Keep area organized -No cell phone 	<ul style="list-style-type: none"> -Have an E-Hall pass -Have a cup or bottle from home -Move quickly -No water at start or end of class -No cell phone 	<ul style="list-style-type: none"> -Go directly to your assigned area/class -Keep halls clean -No cell phone (must be stated positively...Cell phones are put away) -Appropriate volume (how is appropriate defined for this area?) -No use of lockers (Must be stated positively...Use lockers at designated times) 	<ul style="list-style-type: none"> -Keep your eating area clean -Throw away all trash -Use time appropriately -Appropriate volume -No cell phone (I might re-think this one as this is their free time, also state positively...cell phones are put away) -Line up without blocking doors -Do not crowd serving area (Keep serving area clear) -Wait patiently
Collaboration	<ul style="list-style-type: none"> -Be appropriate (must be a specific behavior) -Clean up after yourself -Respect school property -Keep hands and feet to yourself 	<ul style="list-style-type: none"> -Spot a partner when using weights -Encourage others -Appropriate use of equipment -Appropriate language 	<ul style="list-style-type: none"> -Keep area clean -Appropriate personal space -Appropriate language (appropriate is subjective...suggestion use "positive language") -If you need to use something, please ask 	<ul style="list-style-type: none"> -Participate and give effort -Encourage others -Respect to classmates and adults (what exactly does this look like?) -Respect classroom property (what exactly does this look like?) -Ask to borrow something 	<ul style="list-style-type: none"> -Keep area near fountain clean -Throw away cups/trash -Keep water, hands, feet to yourself 	<ul style="list-style-type: none"> -Appropriate language (Use positive language) -Hands and feet to self -Respect property (what exactly does this look like?) -Respect personal space of others 	<ul style="list-style-type: none"> -Please and thank you when receiving food -Appropriate greetings, language, gestures (How is appropriate defined?) -Respect property -Hands and feet to self -Pick a table and stay there -Refrain from running

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EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION



Critical Thinking	-One trip to bathroom each day -Respect school rules from adults	-Follow directions -Only use with adult supervision -No horseplay (must be written positively...Refrain from horseplay)	-Follow directions -Respect adults (what <u>exactly</u> does this look like?)	-Follow directions -Ask questions if confused	-Follow directions -Respect school rules	-Follow directions first time (refrain from using "first time") -Enter classrooms patiently and quietly	-Follow directions -Exit immediately when the bell rings -Respectful language and behaviors if playing ping-pong
--------------------------	---------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------	--------------------------------------------------	---------------------------------------------	------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------

Schoolwide Consequences for Students

	1st Offense	2nd Offense	3rd Offense	4th Offense	5th Offense
Phone Usage in Class	Teacher issues warning	Teacher refers to administrator; administrator confiscates phone for remainder of day	Teacher refers to administrator; administrator confiscates phone for remainder of day. Administrator collects phone every morning for <u>next</u> five days.	Teacher refers to administrator; administrator confiscates phone for remainder of day. Administrator keeps phone for remainder of week and gives back to student on Friday.	Teacher refers to administrator; administrator confiscates phone for remainder of day. Administrator calls parent. Administrator keeps phone until parent conference is complete. Following conference, administrator collects phone every morning for remainder of month.
Dress Code	Warning issued.	Second warning issued; student has to get loaner uniform from office; student enters "2nd offense" on phone chart	Advisor calls home; student has to get loaner uniform from office; student enters "3rd offense" on phone chart.	Administrator calls home to schedule conference with parent. Student has to get loaner uniform/shoes from office. Student remains on "3rd offense" on phone chart.	Administrator calls home to schedule conference with parent. Student has to get loaner uniform/shoes from office. Student enters "4th offense" on phone chart.
Class cutting	Teacher writes referral. Student is brought back to class. Advisor calls home.	Teacher writes referral. Administrator calls parent and schedules conference. Student completes rest of day in ISS. Student enters "3rd offense" on phone chart.	Teacher refers to administrator. Administrator calls parent and schedules conference. Student completes rest of day and next day in ISS.	Refer to handbook for potential out of school consequences	Refer to handbook for potential out of school consequences.

- **Please note that after any offense in which a relationship is harmed, restorative practices will be held before the student is reintegrated into the classroom.*
- *^Student is referred to outside Safe and Drug-Free School Program if a suspension is warranted*
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EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION



		chart.	Student enters "4th offense" on phone chart.		
Leaving campus without permission	Teacher refers to administrator; administrator calls parent to notify and collects phone, student spends remainder of day in ISS. Student enters "3rd offense" on phone chart.	Teacher refers to administrator; administrator calls parent, schedules conference, collects phone, and issues one day of ISS, to be completed the next day. Student spends remainder of day in ISS. Student enters "4th offense" on phone chart.	Teacher refers to administrator; administrator contacts parent, schedules conference, collects phone, and issues two days of ISS, to be completed the next two days. Student spends remainder of day in ISS. Student enters "5th offense" on phone chart.	Refer to handbook for potential out of school consequences	Refer to handbook for potential out of school consequences.

Schoolwide Consequences for Students (Pt. 2)

Gang Activity Suspected	Teacher refers to administrator for investigation. If gang activity is confirmed, administrator contacts parent, schedules conference, collects phone, and issues two days of ISS, to be completed the next two days. Student spends remainder of day in ISS. Student enters "5th offense" on phone chart.	Refer to handbook for potential out of school consequences, including expulsion	Refer to handbook for potential out of school consequences, including expulsion	Refer to handbook for potential out of school consequences, including expulsion	Refer to handbook for potential out of school consequences, including expulsion
Fighting	Teacher refers to administrator for investigation. Administrator will consult handbook accordingly based on results of investigation. Restorative conference with both parties and guardians will occur before reinstatement.	Teacher refers to administrator for investigation. Administrator will consult handbook accordingly based on results of investigation. Restorative conference with both parties and guardians will occur before reinstatement.	Teacher refers to administrator for investigation. Administrator will consult handbook accordingly based on results of investigation. Restorative conference with both parties and guardians will occur before reinstatement.	Teacher refers to administrator for investigation. Administrator will consult handbook accordingly based on results of investigation. Restorative conference with both parties and guardians will occur before reinstatement.	Teacher refers to administrator for investigation. Administrator will consult handbook accordingly based on results of investigation. Restorative conference with both parties and guardians will occur before reinstatement.
Bullying	Teacher refers to administrator and/or SSO for investigation. If bullying is	Teacher refers to administrator and/or SSO for investigation. If bullying is	Teacher refers to administrator and/or SSO for investigation. If bullying is	Teacher refers to administrator and/or SSO for investigation. If	Teacher refers to administrator and/or SSO for investigation. If

- *Please note that after any offense in which a relationship is harmed, restorative practices will be held before the student is reintegrated into the classroom.
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EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION



	determined to have occurred, administrator contacts parent. Student enters "3rd offense" on phone chart. Restorative conference with both parties will occur before reinstatement.	determined to have occurred, aggrieved party will complete bullying referral. Administrator contacts parent for conference. Student enters "4th offense" on phone chart. Restorative conference with both parties and guardians will occur before reinstatement. Change of schedule may be necessary for one or both parties.	determined to have occurred, aggrieved party will complete bullying referral. Administrator contacts parent for conference. Administrator will refer to handbook for potential out of school consequences.	bullying is determined to have occurred, aggrieved party will complete bullying referral. Administrator contacts parent for conference. Administrator will refer to handbook for potential out of school consequences.	bullying is determined to have occurred, aggrieved party will complete bullying referral. Administrator contacts parent for conference. Administrator will refer to handbook for potential out of school consequences.
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See [Handbook](#) when needed

- **Please note that after any offense in which a relationship is harmed, restorative practices will be held before the student is reintegrated into the classroom.*
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EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Appendix Y Staff Handbook Community Based Organizations

COMMUNITY-BASED ORGANIZATIONS (CBOs)

Through our community school concept, we are able to respond to the needs of the students, families, and community members in the community. is the state's largest immigrant services and advocacy organization and will provide wrap-around services to support the broader family needs of the student population and develop parent and student leadership skills to actively engage in the system. helps us develop a comprehensive program for our students and families by partnering with other community-based organizations to help us get the support our students need. For further information, see

Network for Public Schools

Network for Public Schools partners with public school districts throughout the United States to design, open and network highly effective schools that serve English Language Learners. Drawing from over 27 years of success with innovative approaches in small schools and cutting edge language development curricula and professional development, supports 19 and Small Learning Communities in New York, California, Washington, DC, and Virginia. Go to / for more information on the model and to see schools across the country that are part of the network.

serves as our technical advisor with the Carnegie grant. Our school is part of their second cohort of schools to open with a focus on mastery, competency-based education and personalized learning. There are ten principles that are at the core of our Opportunity by Design model, which are represented in the graphic below:

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EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION



Appendix Z Mastery Overview

MASTERY OVERVIEW

GOAL OF THE MASTERY SYSTEM

The primary goal of the system is to facilitate conversations between teachers, students, and family members around student growth and progress. The system should therefore provide a holistic view of the student that can be used during student, parent, and teacher conferences.

HOW DOES THE INTERNATIONALS APPROACH DIFFER FROM TRADITIONAL STANDARDS-BASED MASTERY?

The [REDACTED] approach is very much related to a mastery-based approach. However, the student population within the Internationals network necessitates a shift away from traditional mastery towards a more all-encompassing competencies-based approach that addresses the whole student and whole-student needs that are unique to English Language Learners. While a mastery-based approach is primarily rooted in the mastery of content-specific standards, the [REDACTED] has developed a competencies-based approach that is rooted in student growth, development, and assessment. This approach integrates social-emotional competencies, language acquisition and development competencies, and critical thinking competencies into a traditional standards-based content mastery approach, ultimately allowing for more holistic, student-centered growth.

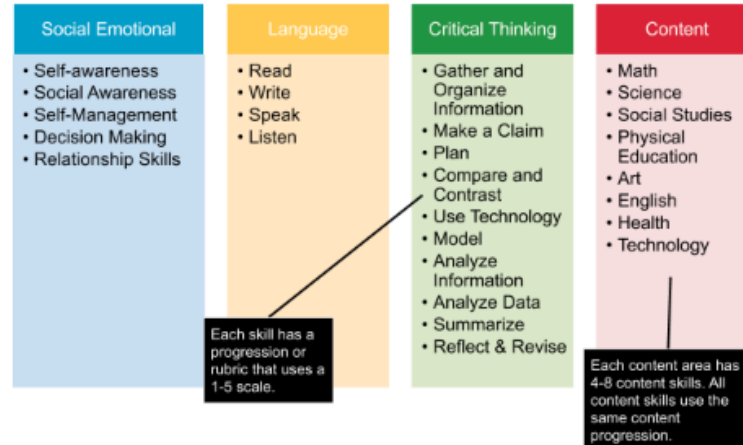
Progressions are scoring rating guides (rubrics) that help us identify what "proficiency" looks like for each course at [REDACTED]. Progressions use the following scale.

- 1- Beginning
- 2- Developing
- 3- Early High School Level
- 4- Late High School Level
- 5- College Level

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Skills



Sample Progression

Skill	Question	Vocabulary	Sentence Starters	Beginning		Developing		High School		High School		College	
				1	1.5	2	2.5	3	3.5	4	4.5	5	
Think-Propose a Claim	How can I share a big idea?	thesis, hypothesis, claim, estimate, prediction, variables	I think...because, One reason is..., in support of, against,	I can identify a topic or theme.		I can introduce a topic and give my opinion about the topic. I can use a sentence stem created by my teacher.		I can introduce a claim hypothesis, or prediction when provided a prompt or subject by a teacher. My claim has two variables.		I can independently introduce a claim or hypothesis that is precise and defensible. I can make a precise estimate or prediction.		I can create original claims or hypotheas. My predictions are specific and demonstrate that I know the content knowledge.	

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EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Sample Progress Report

4th Quarter Progress Report 2017-18 School Year

Student Name:

ID Number:

Course Name	Teacher Name	Current Score

Grade Translations - Lower & Upper House		
	Lower House (Grades 9 & 10)	Upper House (Grades 11 & 12)
A	2.7+	3.5+
B	2.4-2.69	3.0-3.4
C	2.1-2.39	2.5-2.9
D	2.0-2.09	2.0-2.4
E	below 2.0	Below 2.0

How do students get credit for the course?

Course Credit is awarded to students once they have been deemed to finish a course. Students receive overall scores in each course ranging from a one to five. At the end of the school year all grades are translated to letter grades in the following format:

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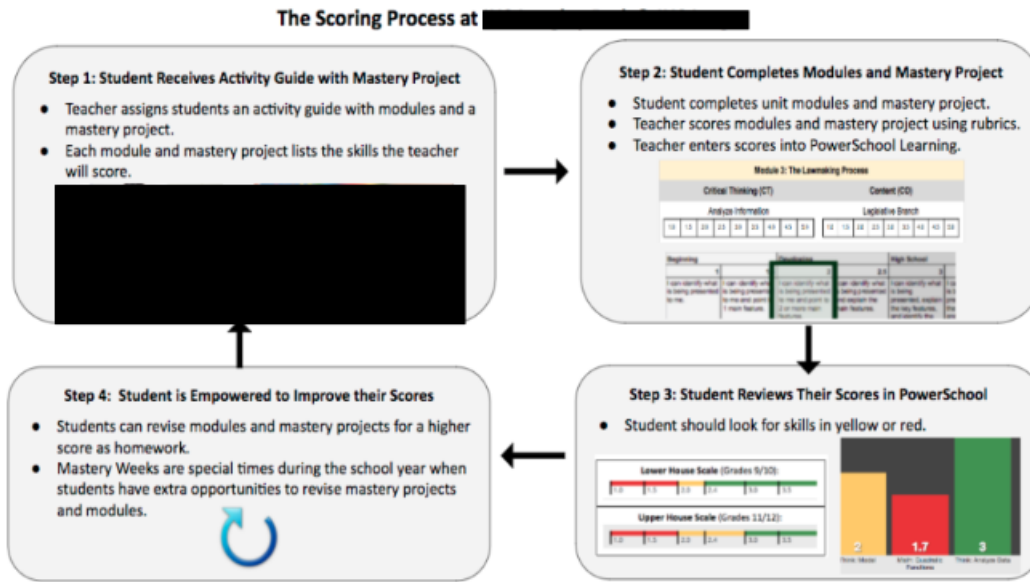
EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Grade Translations = Lower & Upper House		
	Lower House (Grades 9 & 10)	Upper House (Grades 11 & 12)
A	2.7+	3.5+
B	2.4-2.69	3.0-3.4
C	2.1-2.39	2.5-2.9
D	2.0-2.09	2.0-2.4
E	below 2.0	Below 2.0

Because we base our scores on mastery of skills, we see growth over time until students have accomplished the completion of a course or what we call mastery.

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How should I discuss my grades with my teachers, advisor, and parents/guardians?

Talking about Strengths



- What are my strengths?
- These green bars for ____, ____, and ____ represent my strengths.
- I am good at ____ because _____. The rubric says that this means ____.
- Which courses have the highest skill scores?
- Which courses have the most green?
- I know my ability to speak English is improving because _____.

Talking about Areas for Improvement



- Which courses have the lowest skill scores?
- Which courses have the most red?
- Can you help me identify the projects I need to revise and redo?
- Can you help me use PowerSchool to find the areas that I need to improve?
- Can you help me move these red bars to yellow?
- My ____ teacher said that I need to improve my _____. Can you help me?
- Which projects can I revise to improve this red score?

Who can I go to if I need help?



- First Step: Talk to your classmates and group members
- Next Step: Talk to your classroom teacher
- If Necessary: Talk to your advisor
- If Necessary: Talk to your counselor

What do I need to be successful in our school?

What will my transcript for college say?

My end of course scores will be translated as follows.

Grade Translations - Lower & Upper House		
	Lower House (Grades 9 & 10)	Upper House (Grades 11 & 12)
A	2.7+	3.5+
B	2.4-2.69	3.0-3.4
C	2.1-2.39	2.5-2.9
D	2.0-2.09	2.0-2.4
E	Below 2.0	Below 2.0

Am I eligible for extracurricular activities?



Average of Scores in All Courses		
	Lower House (Grades 9 & 10)	Upper House (Grades 11 & 12)
1st Qtr	1.5	2.0
2nd Qtr	1.7	2.2
3rd Qtr	2.0	2.3
4th Qtr	2.1	2.5

Graduation Requirements



Courses:

- 21 credits total
- 4 credits English
- 3 credits Math
- 3 credits Social Studies
- 3 credits Science
- 1 credit Technology
- 1 credit Art
- ½ credit Health
- ½ credit Physical Education
- 2 credits of World Language or Technology
- 3 credits of Electives

Community Service

- 24 hours

State Required Tests

- PARCC English
- PARCC Algebra
- Biology (MISA)
- Government (HSA)

Skill Make up Opportunities Students will be provided an opportunity to recover skills both throughout the year, during mastery weeks, and during summer mastery camp. Students with the following credit situation in a given year will be required to attend mastery camp or take an approved online or summer course recovery program.

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How are students eligible for sports?

Sports eligibility is based on scores from all courses. Students will be required to meet a threshold each quarter. The threshold will rise during the course of the year to reflect increasing demands on students.

	Q1 Average Score	Q2 Average Score	Q3 Average Score	Q4 Average Score
Lower House Students	1.5	1.5	1.75	1.75
Upper House Students	1.75	1.75	2.0	2.0

DEFINITIONS

Competency	4 domain level ideas (Social Emotional, Language, Critical Thinking, Content Knowledge)
Skill	Indicators that lie within each competency.
Rubric	Detailed outline of the progression that exists within each skill. There are 19 total rubrics that use a 1-5 scale.

GRADING EXPECTATIONS

We will follow district policy and we will require all teachers to input at least two grades per week. Teachers will collect at least one assignment per week. Teachers will also document at least one observation per week, per student. This will help us ensure that families are always up to date on student progress.

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Appendix AA General School Procedures

GENERAL SCHOOL PROCEDURES

ENTRANCE/DISMISSAL

Students will arrive at the side entrance of the building next to the fitness center.

- Upon arriving, they will be greeted by [REDACTED] the Peace Officer, or a member of the School Support Office.
- All students will be directed into the multipurpose room where [REDACTED] and the [REDACTED] Peace Officer will be waiting for them for breakfast
- At 7:45, all students are dismissed to their first period class.

Students are dismissed promptly at 2:25 PM.

- [REDACTED] and the [REDACTED] Peace Officer are in charge of dismissal and making sure students are getting on the right buses
- In the case that buses have not arrived, students can wait outside with a member of the dismissal team

LUNCH PROCEDURES

Upper House students will eat lunch from 11:09-11:43. Lower House students will eat lunch from 12:03-12:37.

- Thursdays and Fridays are scheduled as community lunch days - this is not a duty, but a choice we make as a school to build a collaborative culture amongst staff and students (not mandatory, but recommended and encouraged)
 - If you choose to participate, please make sure that you are engaged with students and having conversations that allow you to build on your professional student-teacher relationships

PASSES

Bathrooms

If scholars ask to use the bathroom, please make sure that they are aware that it is not available during 1st block, immediately after lunch, or during the first and last ten minutes of an instructional block.

- Emergencies do happen and sometimes we will need to make exceptions. Please use your best judgement in these cases (pregnancy, medical conditions, etc.). The Main Office will always inform you of any medical concerns that could affect you in the classroom.
- Doors will not be opened for scholars during this time, unless it is an absolute emergency

Scholars need a pass to visit the restroom, and all passes will be requested, issued, and approved through E-HallPass, our new online platform. [REDACTED] and our [REDACTED] Peace Officer will monitor passes and all students who are in the halls. Only ONE student can be sent from each class at a time.

Health Clinic

If a scholar requests to visit the Health Clinic, they can request it directly through E-hall pass. The assigned nurse will receive the pass request and attend to student needs.

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Social Worker/Counselor

A student can request to set up a meeting with their counselor or social worker through E-HallPass

- The student must set the appointment via his/her assigned Success Coach
 - [REDACTED] will give students a pass so that he or she can show it to teachers before going to an appointment - we will not plan sessions during core periods (ELA, Science, Math, SS)
- If there is an emergency, please call the Student Support Office directly and a counselor or social worker will pick up
- If you have any questions or are suspicious about a student really having an appointment, please call or write directly to the student support office

TRIPS

We encourage trips that will help support the learning taking place in the classroom. Trips make what we are teaching in the classroom more realistic and expose students to our larger community. Please be mindful of timing of trips.

- Teachers must submit a trip request form when planning a trip for approval
- This trip form **MUST** be submitted at least a month in advance to check for budget availability
- If the trip form is not submitted in time, we will not honor the trip
- Any trip requiring charter/private buses, **must be submitted two months in advance** in order to ensure proper payment procedures are met
- You are responsible for completing the trip [package](#) which includes a lesson plan, connection to standards and many other detailed items

TEACHER WORKROOM

- This is a communal space. Please be respectful of one another and maintain its cleanliness. It may be necessary for you to use this space when another class is taking place.
- [REDACTED] will clear out the fridge every Friday so make sure you take out all of your belongings from there, or they will be disposed of.

SAFETY

If there is a safety concern, please call the Main Office immediately. Please refer to the phonebook. **Do not leave your classroom unattended under any circumstances.**

FIRE DRILLS

We will have one fire drill per month as required by the state of Maryland. Fire drills are unannounced, except for the first one. When we are conducting fire drills it is important to remember the following things:

- Take with you your emergency bag which contains a first aid kit, period by period attendance for your designated rooms, and a pen/pencil
- You are to remain with your classes at all times
- Our designated location for fire drills will be by the grass behind our school. Your exit depends on which classroom you are in.
- You should have with you a folder with student names with a roster (Main Office will provide you with that) and you **MUST** take attendance and account for all of your students

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EMERGENCY DEPARTURE

Should you have an emergency and you need to exit the workspace, please inform [REDACTED]. Once you receive approval and we figure out coverage for any of your classes, you will need to sign out with [REDACTED] in the main office. You must submit leave in oracle upon your return.

- Not all cases are "one size fits all." Be sure to have open and honest conversations with [REDACTED] so that they can best support your needs.

STUDENT BELONGINGS

Students will carry all of their belongings with them at all times. Please do not start the habit of having kids leave stuff in your rooms - you cannot be held accountable if something goes missing.

COMMUNICATIONS

Please do not talk to any reporters and/or individuals seeking out information that pertains to the school without first running it by [REDACTED]. Chain of command for communications:

- If someone approaches you, you direct them to the Main Office
- We will direct them to the communications department at [REDACTED]
- At [REDACTED] they may either give us an "OK" to talk to them or tell us to disregard

When speaking to any news reporters please note that you are always representing our school and [REDACTED]. We have some clear cut messages we want to send the world:

- We are here to support ELLs in their development of the English language through content acquisition. Both things happen simultaneously
- We are looking to close the achievement gap between ELLs and the general population - less than 60% of ELL students are currently graduating from high school
- We are a community school concept and work to support not just our students, but also our families (i.e. through adult ESOL classes taking place on campus and parents leadership opportunities)

UNPLANNED/EMERGENCY ABSENCE PROCEDURE

- If you are sick or will unexpectedly have to call out, please send an email or text by 6AM to both [REDACTED] (is out) and [REDACTED]. You MUST request a sub by 6 AM.
- Please have at least three sub emergency lesson plans created in case of such events. Your emergency lesson plans and resources are housed in our Emergency Lesson Plans folder. These will be printed and placed in a binder in the Main Office which will also contain your course rosters.
- Upon your return, please stop by the Main Office and collect your attendance sheet and student work (you'll need it to enter attendance from your leave day(s). If you are absent one day, you are responsible for entering your attendance no later than 24 hours of your absence.

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Appendix AB Classroom Routines and Procedures

CLASSROOM ROUTINES AND PROCEDURES

TEACHER PUNCTUALITY

Teachers are expected to model punctuality and preparedness. You are expected to be at your scheduled class on-time, be ready to receive students at the door, and be ready to admit them promptly into your room. Please sign in, in the main office, upon arrival.

LESSON PLANS

Teachers are expected to have their lesson plans readily available on a daily basis. Our Framework for Teaching states that "planning is a critical dimension of teaching. The effective teacher develops a long-range plan for instruction that establishes connections between the daily plans for instruction and the long-range goals of the school and of the school system."

INSTRUCTION

Instruction should take place in all classroom for the entirety of a 52-minute class period. This is the same for the 40-minute advisory block.

TAKING ATTENDANCE

A [REDACTED] we take period by period attendance until things are cleared up with our technology system. Take attendance at the beginning of class and as students arrive (within the first ten minutes).

- A [REDACTED] automated systems calls students' homes after 10 am if they are marked absent
- The main office runs a report at the end of the day to ensure that everyone has entered attendance
 - We will reach out to you in case attendance has not been submitted
 - If entering attendance becomes an issue, you will receive a memo listing this concern.

If you notice that a student is constantly late to your class, you should take the following steps:

1. Have a conversation with the student and try and figure out the cause of their lateness
2. If after having a conversation the problem persists, make a phone call home and please ensure that the student's advisor knows what is going on. The phone call is about keeping everyone on the same page and it is not about punishment. Remember to use your Boomerang questions!
3. If the phone call does not work, refer the student to the student support office
 - a. Student support office will devise a personalized intervention plan for the student and monitor latenesses
4. A parent conference will take place if all of the above measures do not have a positive impact

Please note that you must enter a reason code when students are tardy/absent from your class. Our most common codes are 20- Unlawful Absence/tardy (if a student does not bring a note), 02- Illness of student (with a note), 19 - Lack of Authorized Transportation and 13 - other lawful absence/tardy.

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STUDENT CONFIDENTIALITY

It is very important to safeguard the confidentiality of the status of all students. All records of a student must be kept in a confidential manner, and the privacy of our students must be protected. When information is sought from a student, parent or guardian, it must be done in a manner to ensure confidentiality and privacy. If there is ever any doubt, please contact the Main Office or the Student Supports office to gain clarity.

STUDENT REMOVAL FROM CLASS

Students cannot be removed from class without proper documentation. Before you ask for a student to be picked up by a member of administration, consider having a conversation with the student and building that relationship. **Students should only be sent to the Main Office for emergency purposes.**

- You can use this [form](#) for a student statement template

THE PHYSICAL LEARNING ENVIRONMENT

When any individual walks into your classroom, the physical space should tell a story of the learning that is taking place in your classroom:

- Student learning should be evident through display of student work. Student work should be updated constantly to reflect student growth.
- Use posters and other decorations to create an inviting atmosphere for students.
- Keep your room tidy. You should establish a classroom culture where students pick up after themselves to show respect for the space they are learning in.
- Students are allowed to bring a bottle of water to class, but all other edible/ drinkable items are prohibited for hygienic reasons and to avoid rodents in our learning space.

MANAGING THE LEARNING ENVIRONMENT

Remember a few minor details when managing your learning environment:

- Think about developing classroom rules with students so that they are invested in maintaining those rules
- Be fair and consistent
- Talk to each other about best [practices](#) with different routines that have been effective in your classrooms
- Avoid lengthy teacher talk: we are creating student-centered learning environments where you are facilitating the learning taking place. Remember our engage, collaborate and accelerate stations.

CUSTODIAN/REPAIR ISSUES

If there is something that needs to be fixed in your classroom and you are in need of custodial services, send an email to [REDACTED] and she will get in contact with custodial staff.

DISCRIMINATION AND HARASSMENT POLICY

We follow all district mandates for discrimination and harassment. Please refer to administrative [procedure 4170](#) with specific details on how to handle a discrimination and/or harassment case.

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Appendix AC
2018-2019 PBIS Rolling Agenda



PBIS Team Meeting Agenda 2/5/2019

Attendees: [REDACTED]
Facilitators: [REDACTED]
Timekeeper: [REDACTED]
Note taker: [REDACTED]
Place: [REDACTED]

		<ul style="list-style-type: none"> Objective 1: Check in: Describe how you feel in one word? [REDACTED] Great [REDACTED] Annoyed [REDACTED] Tired [REDACTED] Calm [REDACTED] Encouraged [REDACTED] Tired Objective 2: Google calendar for monthly meetings will be held every month next meeting will be on March 8th. [REDACTED] will send out invite. Objective 3: Define meeting roles and current action plan. Team Leader: [REDACTED] school social worker Admin: [REDACTED] Staff members: [REDACTED] school social worker, [REDACTED]-Outreach [REDACTED] Teacher
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Appendix AD School Calendar

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2018- 2019 SCHOOL CALENDAR

August 31	Friday	Systemic Orientation Day for New 6th & 7th Grade Middle-Schoolers and New 9th-Graders
September 3	Monday	Holiday* – Labor Day – Schools and Offices Closed
September 4	Tuesday	First Day of School for All Students
September 10	Monday	Rosh Hashanah
September 19	Wednesday	Yom Kippur
September 28	Friday	Professional Development – 2-Hr. Early Dismissal for Students
November 2	Friday	End of First Quarter (44 Days)
November 5	Monday	Professional Development - 2-Hr. Early Dismissal for Students
November 6	Tuesday	Election Day - Schools Closed
November 7	Wednesday	Diwali
November 12	Monday	Veterans Day (Observed) & Parent-Teacher Conferences – Schools Closed for Students
November 21-23	Wednesday - Friday	Holidays* – Thanksgiving – Schools and Offices Closed
December 7	Friday	Professional Development – 2-Hr. Early Dismissal for Students
December 24-31	Monday - Monday	Winter Break* – Christmas Holidays – Schools and Offices Closed
January 1	Tuesday	Winter Break* – New Year's Holiday – Schools and Offices Closed
January 21	Monday	Holiday* – Martin L. King, Jr. Day – Schools and Offices Closed
January 25	Friday	End of Second Quarter (47 days)
January 28	Monday	Professional Day for Teachers – 2-Hr. Early Dismissal for Students
February 18	Monday	Holiday* – Presidents' Day – Schools and Offices Closed (will be a student day if three inclement weather days are used)
March 28	Thursday	End of Third Quarter (43 days)
March 29	Friday	Professional Day for Teachers – 2-Hr. Early Dismissal for Students
April 15-18	Monday - Thursday	Spring Break – Schools Closed for Students and Teachers***
April 19-22	Friday & Monday	Holidays* – Easter – Schools and Offices Closed
April 20 - 27	Saturday - Saturday	Passover**
May 6	Monday	First Day of Ramadan 2019
May 27	Monday	Holiday* – Memorial Day – Schools and Offices Closed
June 4	Tuesday	Last day of Ramadan, Eid al-Fitr*
June 13	Thursday	2-Hr. Early Dismissal for Students (Subject to change due to inclement weather: may become a full day for students if the last day changes; the 2-hour early dismissal will occur the day before the last day for students)
June 14	Friday	Last Day for Students – 2-Hr. Early Dismissal – End of Fourth Quarter (46 days)(Subject to change due to inclement weather; the 2-hour early dismissal will occur on the last day for students)
June 20	Thursday	Last Day for Teachers (Subject to change due to inclement weather)

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Updated 8.17.18 -pg. 6

Appendix AE
2019-2018 Back to School Night Invitation



Appendix AF

June Parent Teacher Association Meeting Invitation



Come and join us for our June Parent Teacher Student Association (PTSA) meeting and workshop

When: Saturday, June 2nd at 10:00 AM - 11:30 AM

Where:

MD 20783

Information workshop about the PTSA and upcoming projects for the End of the School Year

We Look Forward to Seeing You There!

Ven y acompáñanos para nuestra

Cuando: Sábado, 2 de junio de 10:00 am a 11:30 am

MD 20783

Taller de información acerca del PTSA (Consejo de Padres) y próximos proyectos para el final de año.

!Esperamos Contar con Tu Presencia!



Appendix AG
Family Orientation Day 2018-2019



Family Orientation Day 2018-2019

[REDACTED] invites **new and returning students and families** to our Annual Family Orientation Day. **All students and their families must attend one session.**

When: *August 9, 2018*

Place: **[REDACTED]**

Time: *You are required to attend only **ONE** session*
12:30 pm - 3:00 pm or
4:30 pm - 7:00 pm

Receive information on:

- Uniforms and Discipline (Selling School Sweaters and Uniforms)
- Registrations for extracurricular activities, including sports
- Application for Free and Reduced-Price Meals
- School Supplies
- School Sports
- Family Engagement **[REDACTED]**
- Grading system

For questions or concerns,
please call **[REDACTED].**



Appendix AH
Family Corner for December 2018

Family Corner for December 2018

Winter Break



Parent Engagement Office monthly meeting

Workshop: How do I pay for college? / [Taller: Cómo Pago la Universidad?](#)

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Invitation for College Night Whole School

Fall / Otoño Festival 2018

Student Performances during our November Feast 2018
Presentación de talentos durante nuestro festival de otoño 2018

Announcement / Anuncios

Last meeting (October 13, 2018) the PTSA talked about:

- Security
- Spring Clean Up and Beautifying IHSLP 2 (and inside)
- December Christmas Dinner for members

Puntos discutidos en la reunión previa del PTSA (13 de octubre de 2018):

- Seguridad
- Mejoramiento de la estructura de la escuela en la primavera 2 (por dentro y por fuera)
- Cena de Navidad para miembros

Next PTSA Meeting Saturday December 15, 2018 at from 10:00 a.m

Próxima reunión de PTSA, sábado 15 de diciembre de 2018 en de 10:00 a.m.

LEGAL IMMIGRATION CLINIC : JANUARY 19 , 2019 AT FROM 10:00 AM. to 2:00 PM. PEOPLE WILL BE SEEN FROM 10:00 A.M. TO 12:00 P.M. BY APPOINTMENT. AFTER 12:00 P.M. WALK-INS WILL BE SEEN UNTIL THE LAST . LOOK FOR OUR UPCOMING FLYER.

CLÍNICA DE CONSEJERÍA LEGAL SOBRE INMIGRACIÓN: 19 DE ENERO DE 2019 EN LA DE 10:00 AM. A 2:00 P.M. DE 10:00 A.M. A 12:00 P.M. SE VERÁ POR CITA Y, LUEGO TODOS AQUELLOS QUE LLEGUEN SERÁN VISTOS HASTA EL ÚLTIMO. ESTE PENDIENTE A NUESTRA HOJA DE INVITACIÓN.

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

██████████ in Washington, DC is hosting La Posada, where they provide over 400 children and their families with holiday gifts.

They need volunteers to help wrap gifts and assist with the event itself.

The gift wrapping will take place Saturday, December 15 from 10am-4pm.

La Posada will take place Wednesday, December 19th from 4:45-8pm. Volunteers will help with greeting people, serving food, ushering people through, and clean up.

Both will be at ██████████ Unitarian Universalist Church ██████████

La Clínica del pueblo en Washington en DC estará ofreciendo regalos navideños a más de 400 niños y sus familias.

Se necesitan voluntarios. Las dos cosas principales que necesitan son la ayuda para envolver los regalos y asistir con el evento en sí.

La envoltura de regalos se llevará a cabo el sábado 15 de diciembre de 10 a.m. a 4 p.m.

La Posada se llevará a cabo el miércoles 19 de diciembre de 4:45-8 p.m. Los voluntarios ayudarán a saludar a la gente, a servir comida, pasar a la gente y a limpiar.

Ambos estarán en All Souls Unitarian Universalist Church en el 1500 Harvard St NW, Washington, DC 20009.



December 20 workshop: ██████████ will offer information about immigration at 9:30 a.m. and 5:30 p.m.

el 20 diciembre ██████████ estará dando información sobre inmigración esto será a las 9:30 a.m. y a las 5:30 p.m.

Where / Donde?: ██████████

WIDA dates / Dias Pruebas WIDA:

Jan.11 (Reading/Listening) (Leer/ Escuchar)

Jan.16 (Writing) (Escribir)

Jan. 22 - Feb. 1 (Speaking) (Hablar)

What is WIDA? WIDA measures your English proficiency level. This test is taken as 4 different tests including Listening, Reading, Writing and Speaking. The test measures how well your child listens, Reads, Writes and Speaks English.

WIDA: Mide tu nivel de inglés aprendido. Esta prueba se toma a través de 4 pruebas diferentes que miden aprendizaje en las áreas auditiva, lectura, escritura y expresión oral. La prueba mide qué tan bien usted escucha, lee, escribe y habla el Inglés.



Happy Holidays / Feliz DIAS de FIESTAS

"Happiness cannot be traveled to, owned, earned, or worn. It is the spiritual experience of living every minute with love, grace & gratitude." – Denis Waitley

"La felicidad no se puede viajar, poseer, ganar o usar. Es la experiencia espiritual de vivir cada minuto con amor, gracia y gratitud ". - Denis Waitley

Reminders About Attendance:/ Recordatorios de Asistencia

As we move further into the school year it is important to remind our students the importance of being in school every day!

A medida que nos movemos a travez del año escolar es importante que recordemos a nuestros estudiantes la importancia de estar en la escuela todos los días.

Lawful Absence from School Includes:/ Ausencias justificadas de la escuela incluyen:

- Illness of the student-bring in a note upon return!/ Enfermedad del estudiante-traer una nota cuando se regresa a la escuela.
- Hazardous weather conditions- condiciones peligrosas del clima
- Work approved or sponsored by the school/ trabajo aprobado o patrocinado por la escuela

Unlawful Absence/Tuancy:/ ausencias injustificadas

- A student being absent from school for a day or any portion of a day from an individual class for any reason other than those defined as lawful/ El estudiante ha estado ausente por un dia, o por una porcion del dia que no es justificada por las razones especificadas como justificadas.
- Tuancy: unlawfully absent for 8 days or more a quarter, 15 days in a semester, or 20 days in a school year./ Ausentismo: ausencia injustificada por 8 dias a mas en un quarto, 15 dias en un semestre, o 20 dias en un año escolar.
- Can result in suspension, removal of school privileges, reduction in grades, restriction of extracurricular activities, or referral to truancy court./ Esto puede resultar en supervision, destitucion de privilegios de la escuela, reduccion en notas, restriccion de actividades extracurriculares, or referimiento a la corte de ausentismo escolar.

What You Can Do:/ Que se puede hacer?

- Set a regular bed time and morning routine/ Establece un horario para ir a dormir y una rutina para las mañanas.
- Don't let your child stay home unless they are truly sick./ No dejes que tu hijo/a se quede en casa a menos que este realmente enfermo.
- If your child seems anxious about going to school, talk to teachers, school counselors, or other parents for advice./ Si tu hijo/a se ve ansioso de ir a la escuela, habla con profesores, consejeros escolares, o con otros padres para buscar consejo.
- Develop back-up plans for getting to school if something comes up./ Desarrolla planes secundarios para llegar a la escuela en caso que algun imprevisto se presente.
- Avoid medical appointments and extended trips when school is in session./ Evita citas medicas y viajes extensos cuando la escuela esta en session.

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Resources*/Recursos de Abril

Catholic Charities Services

Accepting appointments at [REDACTED]
Center for: Dental Clinic, Immigration Legal Services,
Doctors Community Hospital Primary Care Office,
and Catholic Charities Legal Network
Aceptando citas en el centro de Denison Mona
para la clínica dental, servicios de inmigración,
hospital comunitario de servicios primarios. y
caridades católicas sistema legal.
Monday-Friday/ Lunes-Viernes 8:30AM-5:30PM
Call [REDACTED]

Coming up events/ Proximos eventos

PTSA Meeting December 8, 2018
Reuniones de PTSA 8 de Diciembre 2018

Great news coming your way! Get prepared! Excelentes noticias se aproximan! Prepárate!

[REDACTED] is getting ready to enter the era of
innovation with the SchoolMax and Family
Portal Mobile Application for Parents and
Guardians.

More information coming soon.

[REDACTED] se prepara para entrar a la era de la
innovación con la aplicación de móviles
SchoolMax y Portal Familiar para padres de
familias y apoderados. Más información por
venir.

Sign Up for Free and Reduced Lunch/Aplica para almuerzo gratis o reducido

Apply Online at/ Aplica en línea

www.myschoolapps.com

(one per household)/ (Uno por Hogar)

*For any questions, please contact Mr.
[REDACTED] at/ Para preguntas por favor
contactar a [REDACTED]
[REDACTED]

Appendix AI
Community Partnership



WHY PARTNER WITH [REDACTED]

[REDACTED] promotes healthy living and positive, sports-based youth development while helping students improve their English-language abilities, develop their teamwork skills, strive towards academic success, and build cross-cultural skills. Their mission is clearly aligned to the mission of [REDACTED] and [REDACTED] gives our scholars yet another opportunity for a positive outlet in their community.



SERVICES TO BE PROVIDED?	COST
<ul style="list-style-type: none">• In-school support for curricular and extracurricular activities - 80 hours	
<ul style="list-style-type: none">• Daily afterschool soccer practices and tutoring sessions	
<ul style="list-style-type: none">• Participation in winter and spring local youth soccer leagues	
<ul style="list-style-type: none">• College visits and workshops	
Total	

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION



WHY PARTNER WITH [REDACTED]

[REDACTED] is a current partner and helps provide wrap-around services for our students and families. [REDACTED] work is centered around Latino and immigration advocacy and assistance in the [REDACTED] and [REDACTED] area.



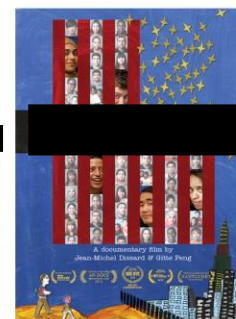
SERVICES TO BE PROVIDED?	COST
<ul style="list-style-type: none"> Monthly Parent meetings - Familias Unidas (8) 	Included in grant application
<ul style="list-style-type: none"> In-school support Thursdays and Fridays for extracurricular activities time (Social Justice course - 80 hours) 	
<ul style="list-style-type: none"> Monthly student assemblies (8) 	
<ul style="list-style-type: none"> Interviews, as needed 	
<ul style="list-style-type: none"> Direct referral system setup for families 	
Total	\$49K

2

WHY PARTNER WITH [REDACTED]

[REDACTED] is a documentary that details the lives of five immigrant teenagers at an international high school in Brooklyn. The film focuses on the complex narratives of each teenager navigating and adjusting to life in the United States. [REDACTED]

[REDACTED] is partnering with schools throughout the United States and his native France to launch a "Digital Library" project in conjunction with the film. This project will provide immigrant, refugee, and international newcomer youth from around the world with a platform to share their stories with the world using a variety of different media, including narrative writing, poetry, photography, and art. At [REDACTED] and a team of volunteers from KIND and the University of Maryland will work monthly with students through writing, poetry, and videography workshops.



SERVICES TO BE PROVIDED?	COST
<ul style="list-style-type: none"> Teacher copies of film to show to students 	Free
<ul style="list-style-type: none"> Up to eight personal narrative oriented workshops facilitated by JM Dissard and students featured in the [REDACTED] 	Free
<ul style="list-style-type: none"> Access to the [REDACTED] digital library on the website. 	Free
<ul style="list-style-type: none"> Opportunities for speaking engagements through the University [REDACTED] school of education 	Free

3

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION



WHY PARTNER WITH [REDACTED]

Kids in Need of Defense, otherwise known as [REDACTED], was founded by Angelina Jolie and the Microsoft Corporation to protect unaccompanied children who enter the United States immigration system alone to ensure that no child appears in court without an attorney. [REDACTED] provides legal services in the form of pro-bono attorneys and works to change laws, policies, and practices to ensure that unaccompanied minors receive fair legal treatment. KIND works to protect children's rights and safety in their home countries and in the United States, and [REDACTED] helps children returning to their home as they adjust to the reintegration process. Currently [REDACTED] active in ten major cities in the United States, including both Washington, D.C., and Baltimore. At [REDACTED] working with a select group of students to help them share their immigration narratives with the larger community.

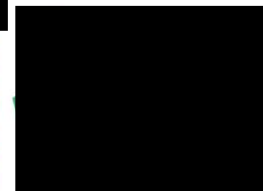


SERVICES TO BE PROVIDED?	COST
• Pro-bono attorneys to unaccompanied immigrant youth	Free
• Opportunities for [REDACTED] youth to speak, share narratives, perform, display artwork, or otherwise participate in/attend KIND-sponsored immigration reform rallies or protests in the DC area.	TBD
• Proposed: Weekly "legal classes/workshops" tailored to unaccompanied minors in which [REDACTED] orneys provide [REDACTED] students with counseling, advice, "Know Your Rights" seminars, etc.	TBD
Total	TBD

4

WHY PARTNER WITH [REDACTED]

[REDACTED] is a 501(c)3 non-profit that aims to promote empathy and artistry through cross-cultural storytelling. They connect youth around the world through a series of visual storytelling exercises, and they provides students and schools with a variety of resources, including digital cameras, Go-Pros, and culturally relevant curricula. Ultimately, students who complete the program become internationally published artists and photographers, and students build lifelong friendships and partnerships with students from other countries. Thus far, [REDACTED] has launched programming in the United States (Maryland and Oregon) and Central America (Mexico and Nicaragua), and there are plans to expand to other continents as well. World Lens Foundation was founded by [REDACTED]. At [REDACTED] students meet with [REDACTED] once-a-week after school to complete lessons and videoconference with their partner school in Nicaragua.



SERVICES TO BE PROVIDED?	COST
• Interactive Storyteller Package, where two schools ([REDACTED] and a school in Nicaragua) engage weekly through photography and creative writing	Included
• [REDACTED] Curriculum and Training	
• Invitation to [REDACTED] Leadership Summit 2018 in Washington, D.C.	
• [REDACTED] "Box," including Digital Cameras and Go-Pros for students	
Total	\$2000

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EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION



WHY PARTNER WITH the University of

The [redacted] serves both undergraduate and graduate students and is located in [redacted], a professor specializing in Second Language Education and Language, Literacy, Culture, and Social Inquiry. Along with two doctoral candidates, [redacted] will provide [redacted] English teachers with planning support, assessment support, tutors for [redacted] students, and mentors for [redacted] students. In return, [redacted] will allow Dr. [redacted] and her team to observe collaborative planning sessions, sit in on [redacted] classes, and be part of data analysis conversations regarding mastery and language acquisition.



SERVICES TO BE PROVIDED?	COST
• Planning Support	Free
• Assessment Support	
• Student Mentorship	
Total	Free



6

WHY PARTNER WITH [redacted] STEM PROGRAM?

[redacted] is a nonprofit organization that builds a more just, prosperous, an inclusive world by empowering youth, cultivating leaders, strengthenin institutions, and extending access to quality education and information [redacted] is competing in [redacted] World Smarts STEM Challenge and is paire with a high school from Ghana. Through this virtual initiative, student: will collaborate in gender-balanced, bi-national teams to create an innovative STEM solution to a pressing global problem affecting both local communities. A goal is to increase the number of students who go on to successfully major in STEM fields and building skills in innovation, investigation, problem solving, and global citizenship. [redacted] students will partner with a school in Ghana for the 2017-2018 iteration of the program, and students will work on their project before and after school.



SERVICES TO BE PROVIDED?	COST
• Teacher training in Ghana.	Included
• World Smarts STEM Challenge "Defend Your Community against Hazardous Waste & Pollutants" curriculum	
• Logitech HD Webcam and SONY digital Handycam	
• [redacted] digital platform for virtual meetings with partner school from Ghana	
• Invitation to participate in bi-national World Smarts STEM Competition in Washington DC, March 2018	
Total	Free

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EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION



WHY PARTNER WITH The [REDACTED]

The [REDACTED] is a nonprofit based in Virginia that works to offer quality medical care to underserved populations, engage in community education, and provide advocacy and policy analysis on matters of health and human rights. The center offers services to populations that do not have access to health information, and a great deal of their work centers on immigrant and refugee populations in the DMV area. At [REDACTED] [REDACTED] will provide free sports physicals to students for fall, winter, and spring athletics. Additionally, [REDACTED] Community Program Coordinator will lead weekly afterschool programming at [REDACTED]. This afterschool program will address community health issues, and students will work together to launch a "community health initiative" that seeks to address a need in the Langley Park area.



SERVICES TO BE PROVIDED?	COST
<ul style="list-style-type: none"> Sports physicals 	Free
<ul style="list-style-type: none"> Afterschool "community health initiative" programming for [REDACTED] students 	
Total	Free

Appendix AJ Lesson Plan Exemplar 1






Missing Work List 

Are you missing work?

Due: **Friday, March 8**

IXL and NEWSELA Bi-Weekly Goals



Level	IXL	NewsELA
	1st grade II.3, and II.5 "Subjects and verbs."	350-540 L or Spanish
	2nd grade BB.2 and BB.4 "Opinions and examples."	540-700 L
	3rd grade P.3, P.6 "Reasons, opinions, examples."	700-850 L
	4th grade N.3, and N.4 "Identifying evidence and details."	850-1000 L
	5th grade K.2, and K.3 "Organizing you writing."	1000+ or MAX

Remember...

For IXL:

- SmartScore of **80+** or 100
- At least **20** questions answered

For NEWSELA:

- Choose the article above and/or pick your own
- Read the article and **PASS** the quiz (75%+)



Finished?

Fill out a **green EXTRA CREDIT slip** so [redacted] can check your work! They are next to the basket.

Missing Work List

Are you missing work?

Due: **Friday, March 8**

Want to **IMPROVE YOUR GRADE?** Complete work on **IXL** and **NEWSELA!**



Get a **SmartScore** of **80** or higher
to add **+0.5 to 1 assignment!**

Get a **SmartScore** of **100**
to add **+1 to 1 assignment!**

2-00.6 Is it a complete sentence, a fragment, or a	170	24 min	0	59	
2-00.5 Is it a complete sentence or a run-on?	59	11 min	0	81	
2-00.4 Is it a complete sentence or a fragment?	54	8 min	0	90	

You must answer **at least 20 questions.**

You must have a SmartScore of 80 or 100 in 2 **skills of the week.**

****[redacted] will add the +0.5 or +1 to your lowest grade.****



newsela

Choose 1 **Article** and/or the **Article of the Week**

Read 1 article, pass 1 quiz = **+0.5** to 1 assignment

Read 2 articles, pass 2 quizzes = **+1** to 1 assignment

Article of the Week:

1. Go to your "Binder"
2. Click the assigned article
3. Choose your Reading Level
4. Read the article.
5. Click on "Activities" and "Quiz"

Spanish

English 1200L

MAX

1200L

1050L

850L

540L

You must pass a quiz for **each article you read.**

If you skip the reading, you will NOT receive credit.

****[redacted] will add the +0.5 or +1 to your lowest grade.****

DONE

Finished?



Fill out a green **EXTRA CREDIT** slip so [redacted] can
check your work!

What is Self-Management?

2.1.19

Self-Management

Self-Management is your ability **to control yourself**.

If you have **GOOD** self-management, you can...

- ❖ Control impulses
- ❖ Focus on the important things
- ❖ Pace your work
- ★ Do what you're supposed to do without someone checking you all the time



Self-Management

Self-Management is your ability **to control yourself**.

If you have **BAD** self-management, you ...

- ❖ Struggle to control impulses
- ❖ Get distracted easily
- ❖ Procrastinate (push off work until later)
- **Will not make good choices unless someone is watching you.**



Why is Self-Management important?

Nobody wants to babysit you.

In college, nobody will ask you to do your work.

In any job, nobody will ask you to do your work.

**You are EXPECTED to do your work, even
if nobody is watching you.**



EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Name: _____ Advisor: _____ Date: _____

Self-Management Reflection

On 1.31.19, the teacher was absent and you decided not to follow directions and do the assigned work during class time. You received a grade of 1 for the day for the SEL skill of Self-Management.

To help develop your self-management skills, please complete this reflection about your choices.

What were you doing during class time?

Why did you choose to do this instead of the work?

What should you do differently next time the teacher is absent?

Do not answer with "do my work." Explain what you need to do to help you focus on your work.

Student signature:	Student name:
Teacher signature:	Teacher name:
Advisor signature:	Advisor name:

Notes:

Name: _____ Advisor: _____ Date: _____

Self-Management Reflection

On 1.31.19, the teacher was absent and you decided to follow directions and do some of the assigned work during class time. However, your work was not your best effort. You received a grade of 2 for the day for the SEL skill of Self-Management.

To help develop your self-management skills, please complete this reflection about your choices.

What was distracting you during class time?

Why did you choose to do this instead of focusing only on the work?

What should you do differently next time the teacher is absent and these distractions happen?

Do not answer with "do my work." Explain what you need to do to help you focus on your work.



Name: _____

Advisor: _____

Date: _____

Self-Management Reflection

On 1.31.19, the teacher was absent and you decided to follow directions and do the assigned work during class time! You did an excellent job and earned a grade of 3 for the day for the SEL skill of Self-Management.

To help develop your self-management skills, please complete this reflection about your choices.



What helped you to stay focused on your work?

What advice do you have for your classmates who got distracted??

Do not answer with "do your work." Explain what they need to do to help them focus on their work.



EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Appendix AK Lesson Plan Exemplar 2

English for Speakers of Other Languages K-12 FFT Lesson Planner

Standards: <i>1c Setting Instructional Outcomes</i> <ul style="list-style-type: none"> WIDA/MDCCR/Content Standards Essential questions or big ideas for the unit 	Grade/Language Proficiency Level(s):
<p>SL1 CCR Anchor Standard: Prepare and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <p>ELP Standard 1: Social and Instructional Language</p> <ul style="list-style-type: none"> English language learners communicate for Social and Instructional purposes within a school setting. <p>Essential Questions: How do we collaborate effectively in class with people who are different from us?</p> <p>This lesson is linked to the following skills: Critical Thinking: Analyze Information Language: Speaking and Listening</p>	<p>Date: 2/11/19 Content Focus: ESOL Grade: 9 and 10 Language Level: 20 students; 10 boys and 10 girls; L1 Spanish Students are heterogeneously grouped by grade level and English Language Proficiency level. The lowest student in this class is a WIDA level 1 and the highest is a WIDA level 4.3.</p> <p>Note: Class period was shortened from 50 minutes to 30 due to delayed opening for inclement weather.</p>
Content Objective(s)/Outcome(s): <i>1c Setting Instructional Outcomes</i> Objective(s) must be: <ul style="list-style-type: none"> Specific, doable, measurable, and assessable in the allotted time Written with verbs for expectations of high rigor Stated as a learning outcome, skills-based Posted visibly and stated aloud to students 	Language Objective(s)/Outcome(s): <i>1c Setting Instructional Outcomes</i> <ul style="list-style-type: none"> Academic language functions and skills needed to address the content objectives Integration of the one or more of the domains of language (listening, speaking, reading, writing), vocabulary and/or grammar within the lesson Reflective of English Language Proficiency Levels
I can apply "collaboration vocabulary" to promote empowerment and critical thinking in my school and community.	I can discuss and define "collaboration vocabulary" in small groups.
Unit Structure/Continuum of Lessons: <i>1c Setting Instructional Outcomes</i> <i>1e Designing Coherent Instruction</i> <i>1f Designing Student Assessments</i> <ul style="list-style-type: none"> How does this lesson fit in the sequence of lessons (before and after)? 	Differentiation/Modifications: <i>1c Setting Instructional Outcomes</i> <i>1e Designing Coherent Instruction</i> <i>1f Designing Student Assessments</i> <ul style="list-style-type: none"> Are the outcomes and assessments differentiated by content, process, product? How has the lesson taken into account students' readiness, interests, language proficiency level, etc.? How is previous assessment data (formal/informal) used to make decisions about differentiation and/or modifications to the lesson?

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

<p>This lesson fits into a larger unit on collaborative practices. Prior to this lesson students participated in a circle protocol to re-establish classroom norms, routines and relationships for the new semester. This lesson is the first direct lesson on collaborative practices and focuses on essential vocabulary words.</p>		<p>Students are in mixed groupings based on their language proficiency levels. Students have access to group support, audio recordings, and visual aids to complete the task. All students are expected to produce the same product.</p>
Lesson Structure	Learning Activities	Instructional Materials/Resources
<p>Connect and Engage</p> <p><i>1c Setting Instructional Outcomes</i> <i>1e Designing Coherent Instruction</i> <i>1f Designing Student Assessments</i></p> <p>I Do</p> <ul style="list-style-type: none"> A brief introduction to the lesson (including objectives) Explain/review the strategy/skill and how it is used. As appropriate, build/activate background knowledge and necessary vocabulary. Pre-assess, as appropriate. 	<p>At the beginning of each lesson students complete a "Do Now" activity for 5 minutes. The classroom manager takes attendance, while the binder manager passes out binders. The "Do Now" activity is designed to focus on prepared students for the lesson. The "Do Now" for this lesson showed two images of student creating a human pyramid. One picture shows student falling/failing while the other shows success. Students had 3 options will have 3 options for how to respond.</p> <ol style="list-style-type: none"> "I see..." statements Making up a story Compare and contrast 	<p>Do Now binder templates Running PowerPoint</p>
<p>Teacher Modeling</p> <p><i>1e Designing Coherent Instruction</i></p> <p>I Do</p> <ul style="list-style-type: none"> A brief teacher-directed lesson Include vocabulary/grammar instruction in the context of literacy, as appropriate. Model instructional task and/or learning. Provide sensory, graphic and interactive supports for completing the task and/or learning (sticky notes, anchor chart, etc.) 	<p>Teacher will explain the content and language objectives. Teacher will direct students to resources in Google classroom and pass out vocabulary jigsaw materials. Teacher will play the audio on Google classroom and demonstrate to students how to practice their word.</p>	
<p>Guided Practice</p> <p><i>1e Designing Coherent Instruction</i> <i>1f Designing Student Assessments</i></p> <p>We Do</p> <p>Guided practice needed before releasing students to practice on their own</p> <ul style="list-style-type: none"> Incorporate cooperative grouping. Provide necessary supports to ensure students can initiate/participate in discussion. Differentiate tasks. Consider how the tasks advance students' language and understanding of content. Assess for understanding of content and language objectives. Engage students in turn and talk or other student response approaches to assess for students' understanding. Release responsibility from groups to pairs to individual. 	<p>Students will be placed in groups of 4 students. In their groups students will use Google classroom audio files to learn one of four words. Students will practice saying the word, <u>write the</u> translate, and write a student friendly definition in their group to explain the word to others. Each group will have a vocabulary card with a picture and translation.</p>	<p>Audio Files Vocabulary cards and worksheet (see folder)</p>

<p>Independent Practice</p> <p><i>1e Designing Coherent Instruction</i> <i>1f Designing Student Assessments</i></p> <p>You Do</p> <p>Independent practice for students to practice/synthesize task/learning and take ownership of the learning</p> <ul style="list-style-type: none"> Include opportunities for students to use new skills/concepts in a meaningful way. Incorporate pathways for students to demonstrate their mastery of the essential learning outcomes. Provide opportunities to apply content area concepts. Afford opportunities to use language to develop listening, speaking, reading, and/or writing skills. 	<p>Each student will be given one of four colored cards to mark their jigsaw group. Every student in the "We Do" groups should have a different color. Students will then form new groups based on their color. The teacher will give each member 3 minutes to share their word, translation and definition with their new group until all students have all four words.</p>	<p>Colored paper cut into cards/slips</p>
<p>Closing/Assessment</p> <p><i>1c Setting Instructional Outcomes</i> <i>1e Designing Coherent Instruction</i> <i>1f Designing Student Assessments</i></p> <p>Assessment of student learning, including student reflection, and wrap up learning</p> <ul style="list-style-type: none"> Connect and review to previous and new learning. Align assessment with content and language objectives of the lesson. Utilize an assessment of learning (i.e. exit slip, final journal reflection, or other means of informal assessment, student sharing and peer feedback, etc.) that is closely connected to language and content objectives 	<p>On the back of the vocabulary worksheet students will reflect on how they did in class that day by giving themselves a rating of 1 to 5 (1 being the least and 5 being the most). Students will look at a rubric on the running powerpoint to assess how much they completed. Students will reflect on taking personal responsibility for their actions in class.</p>	<p>Vocabulary worksheet</p>
<p>Personalized Teacher Notes/Reflection</p> <p><i>1f Designing Student Assessments</i> <i>4a Reflecting on Teaching</i></p> <ul style="list-style-type: none"> How will informal assessment results be used to inform planning and instruction? 	<p>Ran out of time. Students did not complete the final round of jigsaw. Students did not have time to reflect on their work.</p>	
<p>Additional Resources</p> <p><i>1e Designing Coherent Instruction</i></p>	<p>WIDA Can Do Descriptors Key Literacy Strategies Language Development Supports for ELs</p>	

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Appendix AL Lesson Plan Exemplar 3

██████████

Biology 9H1

Essential Question: How can we collaborate to learn Biology and English together?

Daily Objective: I will be able to collaborate to share information with my group and the class, by writing a reflection and making a small-group presentation.

Time Line:

0-3: Students are greeted at the door by the teacher and find their new groups displayed on the board and on paper on the tables.

3-6: The essential question is projected and read chorally by the whole class simultaneously. Two students are selected to read the first and second halves of the daily objective to the class.

6-11: Students are asked to open the 'New Groups Discussion' document through Google Classroom and to read the directions. Students are encouraged to use their L1 to improve their comprehension and/or explain the directions to their groupmates. Teacher circulates to answer clarifying questions and support translation/explanations.

11-20: Students are asked to complete their individual writing. Teacher circulates to provide writing support and encourage production.


20-35: One group is asked to model the directions with the teacher participating as a student. Students are then asked to complete their small group presentations and discussions. Teacher circulates to score each group and provide formative feedback, and indicate what needs to be improved to increase the group's score.

35-45: As groups complete their presentations they are asked to complete the 'Individual Reflection Questions' portion of the document. The teacher explains that students will use the same protocols to present to their groups in the next lesson.

Closing: The objective is displayed, and class is called to attention. Students are asked to indicate their success with the objective by raising their hands and gesturing thumbs up for yes, thumbs down for no, or thumbs sideways for partial success. Teacher addresses student responses and briefly describes the next lessons objective. Students clean up and retrieve their bags from the front of the room.

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

New Groups Discussion

Skill	Progression
Relationships 	<p>1 = I can use group roles set by my teacher.</p> <p>2 = I can analyze ways to divide the work effectively in groups.</p> <p>3 = I can evaluate my role and contribution in groups as a member and leader. I can give feedback to my group members.</p> <p>4 = I make people in my group feel comfortable sharing their ideas and build off of their ideas. I can give specific feedback to my team members.</p> <p>5 = I am able to bring out the best in my group partners by capitalizing on their strengths.</p>

Directions: Individually answer the questions below. Read your answers out loud to the rest of the group one at a time. After everyone has shared all of their answers, discuss how you can improve your collaboration quarter 3?

1. How can you ask for support?
2. How can you ask someone in your group if they need support?
3. How can you respectfully ask someone in your group to focus or begin to work?
4. What do you want [redacted] to do when someone else in your group is not working or is creating a distraction?
5. What do you want [redacted] to do if **you** are not working or creating a distraction?

Individual Reflection Questions

1. What are your strengths when working in a group?

I am good at...

I like to...

I can...

2. What are your weaknesses when working in a group?

I need support with...

I am not good at...

3. What makes you frustrated when working with a group?

I get frustrated when...

|

I do not like it when...

4. What makes you feel good when you work in a group?

I feel good when...

I like it when...

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

Appendix AM Lesson Plan Exemplar 4

WORLD LANGUAGES LESSON PLANNER		
Initial Preparation Plans <i>FFT Support, 1.c (Setting Instructional Outcomes)</i>		
IDENTIFY STRATEGY(IES) or SKILL OBJECTIVE(S) FROM STANDARDS	<p>3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>Intermediate learners at the middle school and high school level can: Hypothesize about the relationship between cultural perspectives and expressive products (e.g. forms of literature) by analyzing selected products from the target cultures and their own.</p> <p>Critical thinking skill: Analyze information</p> <p>Language skill: Speaking, Writing</p>	
MATCH OBJECTIVE WITH TEXT Ensure material/resources is well-aligned to the chosen strategy/skill and to student needs/interests/ cultural diversity	<p>Our unit of study regarding identity challenges students to use a variety of quotes, citations, and readings by Latin American authors, as well as media (Corridos from Mexico, Cumbias Colombianas, Satirical videos about values and beliefs) from Latin America in order to arrive at a comprehensive definition of identity that they will then present via a zine. <i>In previous lessons, students watched a satirical video and a short news report on cultural beliefs and taboos. This was meant to encourage students to question common understandings of culture that presume bounded groups. All in all, the material provided in this unit are meant to be relevant to students' lives and cultures in order to build upon student background knowledge.</i></p>	
LESSON OBJECTIVE(S)/OUTCOMES Objective(s) must be <ul style="list-style-type: none"> specific, doable, assessable in the allotted time measurable written with verbs for expectations of high rigor stated as a learning outcome in [redacted] format, posted visibly, and stated aloud to students 	<p><i>Content objective: Students will gather information about beliefs and synthesize those beliefs into one comprehensive list</i></p> <p><i>Language objective: Students will read, write, share and explain their reasoning around beliefs to their group and the class as a whole</i></p>	
VALUE, SEQUENCE, AND ALIGNMENT/BALANCE	<p>This module on culture is part of a unit on Identity. The first module dealt with the self-portrait as a self reflection of the symbols and overarching representations that make us who we are. The previous module on values challenged students to be conscious of how values influence who we are. Identity</p>	
<p>Students must be able to build their understanding of important ideas from concept to concept.</p> <ul style="list-style-type: none"> How does the lesson fit in with previous and future lessons in this unit of study? How will this lesson proceed in terms of time and learning tasks? What interdisciplinary connections and/or technology will be made in this lesson? In what ways is this lesson rigorous and authentic? <ul style="list-style-type: none"> Is there a balance of instruction for World Language skills: listening, speaking, reading, writing and language use? 	<p>is heavily informed by the values that have been taught to us and the values we choose to adopt. This is especially important because students were tasked with teasing out how values aren't always desired or approved by everyone. In this module on culture, students began by first drafting a series of 10 things they believe to be true. From there, students shared one belief and explored other overarching beliefs that are dominant in Latin America, like "La Chancía." This was instrumental in order for students to fully and authentically reckon with the culture concept. Students arrived at the conclusion that culture cannot be defined in terms of easily articulated beliefs. This unit serves as a way to build schema around concepts student will be visiting and revisiting in this and other classes throughout the year. After this module, students will begin to craft a story about their identity that will be delivered using a zine, and which will demand the use of terminology and concepts we have learned up to this point.</p> <p>This lesson is our last step at the end of module. After this lesson, students will write two paragraphs explaining two main beliefs and two taboos in their culture. In regards to technology, all of the student facing materials are on Google Classroom. Texts and media are rigorous, as they are authentic, community based, and content specific texts and media. All of the four modalities are represented in this series of lessons, as students must read, watch and listen to find evidence, write their responses, and engage with their group and other groups to share their responses.</p>	
Suitability for Diverse Learners <ul style="list-style-type: none"> What accommodations or differentiation of instruction/use of UDL has been provided for diverse learners (TAG, ESOL, SPED, 504, etc.)? Are the outcomes providing cultural sensitivity? Are assessments differentiated? 	<p>To accommodate [redacted] in his ability to read and write Spanish independently, I used proximity and prompting with challenging words. The materials offer a variety of media and various entry points and challenges [redacted] works better when he is guided, and the graphic organizers are there to provide that support for him. In addition, students were provided with texts and videos that they could use to find evidence to support their opinions. The immediate assessment from this lesson is the students completion of the graphic organizer as a group and individually. They will then use their answers to guide them in writing their essay about beliefs in the following lesson.</p>	
Lesson Component/Teaching Moves <i>FFT Support, 1.e (Designing coherent instruction)</i>	Lesson Notes <i>FFT Support, 2d (Managing Student Behavior)</i> <i>FFT Support, 3.b (Questioning/Discussion Techniques)</i> <i>FFT Support, 3.c (Engaging Students)</i>	Essential Question(s), Differentiation/Modifications and Resources Needed

EXPLORING SOCIAL EMOTIONAL LEARNING PROGRAM IMPLEMENTATION

<p>Instructional Materials and Resources</p> <ul style="list-style-type: none"> Utilize relevant instructional materials and course texts How do the course materials enhance/further/accommodate student learning? <p>Introductory & Developmental Activities-15-20 min.</p> <p>-Connect and Engage (I do)-5 min.</p> <ul style="list-style-type: none"> Explain/review the strategy/skill and how it is used. As appropriate, build/activate background knowledge and vocabulary necessary. Pre-assess as appropriate. Students engage with primary lesson material (set their purpose, use reading strategies, use strategic behaviors). How will this experience help students develop proficiency with: <ul style="list-style-type: none"> 5 C's: Communication, Cultures, Connections, Comparisons, Communities Modes: Interpersonal, Interpretive, Presentational Skills: Listening, Reading, Writing, Speaking <p>-Modeling (I do)-10 min. A brief teacher-directed lesson</p> <ul style="list-style-type: none"> Model the skill/strategy. Record think-alouds for the students (sticky notes, anchor chart, etc.) 	<p>Warm-Up: Morning Meditation</p> <p>A question is posted on the board: Do you believe it is important to believe in yourself? Why or why not?</p> <p>Students respond to this question in an index card. They have 3-4 min to complete one side of the index card. After the time is up, I walk around and collect.</p> <p>This activity culminates in class discussion, volunteer sharing, and teacher guidance on prior knowledge assessment and background provision.</p> <p>This is a strategically targeted check-in that gives students an opportunity to engage with the content by first activating knowledge they already carry.</p> <p>We will talk about how our self-portrait is part of a "frame," and how our culture is an important aspect of the "frame" that makes up our identity. But to understand culture, we must first understand what beliefs are and how they function, <i>specially</i> since our focus in this module is connections.</p> <p>After that short developmental activity, we will do a brief review of what we did the previous class and review our objective for the day. I will ask one student from each group to share out.</p>	<p>Essential Question for the unit: Who am I? ¿Quien soy yo?</p> <p>¿Porque escogieron esas 5 creencias? <i>Why did you choose those 5 beliefs?</i></p> <p>¿Hay conexión entre las creencias y el lugar de donde venimos? <i>What connections exist between the beliefs and the places we come from?</i></p> <p>¿Existen esas creencias aquí en los Estados Unidos? <i>Do those some beliefs exist here in the US?</i></p> <p>¿Como saben que las creencias son verdad? <i>How do you know those beliefs are true?</i></p>
<ul style="list-style-type: none"> Engage students. Insert Turn and Talk or other student response checks to monitor understanding 		
<p>Guided Practice - 10-15 min.</p> <p>(We do)</p> <p>Identify guided practice needed before releasing students to practice on their own.</p> <ul style="list-style-type: none"> Consider : <ul style="list-style-type: none"> Cooperative groupings. Conceptual difficulties that might arise. How students can initiate discussion. How tasks are differentiated and cognitively challenging. How the tasks advance students' understanding and learning. 	<p>In this guided practice, students are working in prearranged groups. The groups are structured so that students who are independent and are strong writers and readers aid students who require more support. [redacted] are in the same group because [redacted] anchors them and helps them refocus. [redacted] are working together because they complement their abilities - Leodan helps ground everyone, while [redacted] is inquisitive and gets the group to share out. [redacted] also have complementary skills, <i>specially</i> because [redacted] are strong writers and readers - they usually do a great job of working with the objective in mind and of creating a warm rapport with others. This works especially well with [redacted] Basically, [redacted] have worked well together in their small 2 person group, but they will be divided into the other groups.</p>	<p>where did you learn about those beliefs? [redacted]</p>

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<ul style="list-style-type: none"> o How to mentally engage students with the content and aid in constructing understanding. o Ways to check for understanding or need for further support. 	<p>In their groups, students will take ideas they had individually populated in a list and discuss them with their group. They will take over 40 set of individual beliefs and synthesize the list to 5. They are also responsible for justifying why and how they got down to only 5 beliefs. The group is also tasked with justifying why they think those beliefs to be true. In other words - where did you learn about those beliefs?</p>	
<p>Independent Task(s) - 20 min. (You do) What opportunities will students have to use the new skills/concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it? How will students demonstrate their mastery of the essential learning outcomes? May be a continuation of the practice task.</p>	<p>Students will then share their list of 5 beliefs with another group. They are tasked with writing down 3 beliefs another group shared with them. Ultimately, they will be asked to share 1 belief from that list of 3. They will be tasked with justifying why they picked that belief. This ultimately leads to a class wide discussion about how culture is about beliefs we can see and describe, but also about things we wouldn't even think about writing on a list or sharing with others.</p>	
<p>CLOSING (5-10 minutes) Includes one or more:</p> <ul style="list-style-type: none"> ▪ Assessment of student learning, including student reflection on what was learned which may include: <ul style="list-style-type: none"> o Connections to previous and new learning. o A review of the lesson objective and if it was achieved. o An exit slip, final journal reflection, or other means of informal assessment. o Student sharing and peer feedback. o Celebrations of learning. 	<p>Before leaving, students are asked to complete an exit ticket with the prompt:</p> <p>If beliefs are <u>how</u> we see the world and what we believe to be true', how many ways exist to see the world?</p>	

Curriculum Vitae

As an education entrepreneur, I want to be on the cutting edge of transforming traditional approaches to education by empowering people of all ages, backgrounds, and abilities to participate in lifelong learning opportunities through technology integration, cultural awareness, and the pursuit of our best selves.

Areas of Expertise

- Entrepreneurial Leadership
- Content Development
- Strategic Thinking
- Data Analysis
- Community Engagement
- Project Management
- Online Learning
- Diversity and Inclusion
- Professional Development
- Problem Solving
- Instructional Design
- Differentiated Instruction
- Collaborative Planning
- Continual Improvement
- Social Justice

Education

- Doctor of Education (Ed. D.), Entrepreneurial Leadership, Johns Hopkins University, Fall '19-Spr. '20
- Master of Education (M. Ed.), Curriculum and Instruction, 2012, University of Maryland, College Park
- Bachelor of Arts (B.A.), English, 2009, University of Maryland, College Park

Certifications

- AZ and MD Administrator I & II Certification, School Leaders Licensure Assessment (SLLA 6011)
- AZ and MD Certification in Teaching High School English Language and Literature
- AZ and MD Certification in Teaching K-12 English to Speakers of Other Languages (ESOL)

Professional Experience

Arizona State University (ASU)

June 2017-Current

EdPlus at ASU: Starbucks Initiatives

Starbucks Global Academy: Project Lead

- Oversees the prioritization and production of high-quality learning content in partnership with key stakeholders
- Ensures all content is produced in a manner that is internationally localizable and translatable
- Collaborates with key stakeholders to define project scope, strategy, budget, and outcomes
- Identifies critical resource expertise and targets appropriate internal and external sources to ensure optimal outcomes
- Establishes and continually monitors/manages project expectations, outcomes, and key performance indicators
- Assigns tasks and identifies issues for resolution to ensure optimal team effectiveness
- Manages, provides guidance, and supervises all project team members both internal and contracted
- Ensures optimal outcomes; builds, develops, and maintains relationships vital to project success
- Supports Starbucks Initiatives leadership to coordinate special activities and projects
- Seeks additional resources, both internal and external, to ensure projects are adequately funded to meet project goals

Starbucks Global Academy: Curriculum and Learning Experiences Manager

- Managed an online global learning platform targeting diverse learners in international markets
- Developed and implemented strategies, guidelines and policies for the use of the platform's content
- Facilitated meetings with market leaders to identify global and market specific areas for content development
- Collaborated with team to prioritize and produce high quality online learning experiences based on

Kristen E. Ford

3618 N 38th St. #9
Phoenix, AZ 85018
market need

(240) 393-5504
Kford531@gmail.com

- Built relationships and liaised with subject matter experts to acquire and integrate valuable learning assets
- Curated and translated culturally relevant, high quality content aligned with desired learning objectives and outcomes
- Provided pedagogical expertise on curriculum development and content design
- Wrote content including learning objectives and gamified elements for online learning
- Organized learning objectives, assets, activities, and evaluations in to a cohesive curriculum planning map
- Coordinated with team to build out curriculum map into meaningful modules, lessons, and courses
- Implemented assessments to measure platform success, content effectiveness, and overall learning experience
- Evaluated findings, recommend revisions, and redevelop curriculum to improve impact when needed

ASU Career Highlights

- Received 2019 Sun Award: Customer Satisfaction for Curriculum Development of Starbucks To Be Welcoming Series
- 2019 Member of ASU's Leadership in the New American University (LINAU) Cohort
- 2018 Member of ASU's Commission on the Status of Women (CSW) Cohort
- 2017 Presented my innovative curricular design of the ASU Online's Career Skills and Resource Development Course
- Designed Starbucks Global Social Impact courses, including Community Impact Lab, Coffee Academy, Greener Apron
- Designed online courses for other high-profile corporate partners including NRG, Mayo, Duolingo, Microsoft
- Created Instructional Resources and Discussion Guides for Season 2 of Starbucks' 2017-2018 Upstander Series

Prince George's County Public Schools (PGCPS)

Fall 2011-Summer 2017

International High School at Langley Park

Classroom-based Instructional Experience

- Participated in founding PGCPS' first alternative high school serving a 100% limited English proficient population
- Created and implemented a competency-based approach to instruction and evaluation for mastery
- Designed coherent learning objectives, content, activities, and assessments aligned with Common Core
- Administered curriculum and content to students using an e-learning project-based approach on Chromebooks
- Developed differentiated curricula, instructional strategies, and resources targeting ESOL student needs
- Researched and advocated for policies, practices, and resources targeting at-risk ESOL students needs
- Developed differentiated instruction opportunities based on efficacious instructional frameworks and practices
- Analyzed student and school data to provide meaningful feedback for continual improvement
- Facilitated in regular collaborative planning, co-planning, and cross functional team meetings
- Established and maintained community partnerships

School-based Leadership Experience

- 2016-2017 English Department Chair

Kristen E. Ford

3618 N 38th St. #9
Phoenix, AZ 85018

(240) 393-5504
Kford531@gmail.com

- 2015-2017 Professional Development Lead Teacher (PDLT)
- 2015-2017 Member of IHS-LP Leadership Team
- 2015-2017 English and ESOL Instructional Coach
- 2015-2017 English and ESOL Curriculum Writing
- 2015-2017 Member of IHS-LP DataWise Team
- 2015-2016 Founding ESOL Teacher at IHS-LP
- 2015-2016 ESOL Department Chair
- 2015-2016 Testing Coordinator
- 2012-2015 Academic Validation Program (AVP) Coordinator

Countywide Leadership Experience

- 2016-2017 Member PGCPs's Peer Assistance and Review (PAR) Committee (Instructional coaching)
- 2012-2017 Co-Chair of PGCEA's Professional Development and Leadership (PDL) Committee
- 2012-2017 PGCPs' Steering Committee for Teacher Leadership
- 2013-2017 PGCPs' Assessment Cross Functional Team for PARCC Implementation
- 2012-2017 PGCEA's Teacher Led Schools Work Group

PGCPS Career Highlights

- Spotlight teacher at PGCPs 2016 Spring University Convening with a focus on Teacher Leadership
- 2014-2015 NEA Teacher Leadership Initiative Participant
- 2014 and 2015 MSEA Delegate for PGCEA
- PGCPs First Annual College and Career Readiness Conference Planner and Speaker, June 16, 2014
- Participant in 2014-2015 Evidence-Based Panel for Funding of Adequacy of Education in Maryland
- 2013-2015 PGCPs Human Resources Strategy and Transformation Team member
- Featured in Northwestern High School's 2011-2012 EduBlog for a Professional Development Presentation
- Member of PGCPs' First Leadership Cohort: Strengthening Your Professional Development, 2012-2013

Gallup StrengthsFinder

Strategic, Input, Positivity, Achiever, Ideation
